

California Department of Education  
Local Educational Agency Title III Year 2  
Improvement Plan Addendum Assurance

Local Educational Agency (LEA) Plan Information:

Name of LEA: Calipatria Unified School District

County District Code: 13-63107

Date of Local Governing Board Approval August 8, 2011

Address: 501 West Main Street City: Calipatria Zip Code: 92233

Contact Person:

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Signatures:

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

  
Signature of Superintendent

Douglas Kline  
Print Name of Superintendent

8/8/11  
Date

  
Signature of Board President

Michael Fong  
Printed Name of Board President

8-8-11  
Date

  
Signature of English Learner Coordinator/Director

Angelita V Ortiz  
Printed Name of English Learner Coordinator/Director

7/20/2011  
Date

Certification:

By submission of the local board approved LEA improvement plan addendum (in lieu of the original assurance page in hard copy), the LEA certifies that the plan 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 Improvement Plan Addendum are on file, including signatures of any required external providers, i.e., district assistance and intervention team and English Learner Coordinator/Director.

## Title III Year 2 LEA Improvement Plan Addendum

### 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.

Calipatria Unified School District completed the ELSSA facilitation process to evaluate the progress of English Learners, R-FEPs, and programs and services. The ELSSA data entry was compiled by district staff. The first presentation of the ELSSA data results was conducted with K-12 certificated staff. Staff was divided into 4 groups so that each group had K-12 representation. Each group discussed student results and completed a survey. The district compiled the staff input into a final draft for committee review. The next phase of analysis involved 3 committee meetings to further discuss and analyze the ELSSA results and draft the IPA. The committee involved district and site administration, certificated staff, and Migrant district staff. The final meeting also involved the DELAC to further address parental concerns.

Through this process, it was identified that English Learners, predominately in middle and high school grades, are having difficulty attaining annual measurable achievement objectives in mathematics. Further analysis indicates the English Learners may be at-risk of meeting academic standards in English Language Arts in the future. Overall, English Learners in the Calipatria Unified School District are being successful at acquiring English, however achievement in core mathematics is an area of need to be addressed in the IPA.

#### B. Strengths and weaknesses of current plan:

- i. Instructional program implementation:
- ii. Instructional strategies:
- iii. Professional development:
- iv. Parental participation:

The analysis of student data and program and services offered to English Learners identified the following strengths of our current plan:

- o CUSD has successfully maintained current SBE approved core adoptions in English Language Arts (2010), ELD (2010), and mathematics (2009). This also includes SBE-approved standards aligned materials at grades 9-12.
- o Since the 2006-2007 school year, the Calipatria USD English Learners have been successful at meeting the annual progress in learning English as demonstrated by CELDT results in both AMAO 1 and AMAO 2.
- o ELD instruction is provided to all EL students.
- o R-FEP students are being successful at maintaining academic achievements upon exit from EL program.
- o Staff receive detailed information about their ELs in a timely manner to inform instructional decisions. Implementation of AERIES ABI and Datadirector are integral in this process.

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### Weaknesses of Our Current Plan

The analysis of student data and program and services offered to English Learners identified the following weaknesses of our current plan:

- Progress in meeting academic standards is not being achieved as evidenced by failure to meet AMAO 3 in Mathematics.
  - Mathematics intervention programs and intervention materials do not align with the recommendations of the CA Mathematics Framework.
  - The LEA has the need to monitor the ongoing implementation of the adopted core materials and staff use of the research-based instructional strategies within the context of the materials to help ELs progress in the core and through proficiency levels on the CELDT.
- i. Instructional program implementation:

The Calipatria USD is in Year 1 of implementation of Program 2 R/LA core-Pearson Reading Street and Pearson Language Central for Grades K-5, R/LA McDougal Littell with ELD for Grades 6-8, and McDougal Littell for Grades 9-12. Staff have received 1.5 days of publisher provided training in the core and ELD for the current school year. Intervention programs for language arts include Language! and Highpoint. Mathematics core adoptions were completed in 2009 with 2 days of publisher provided training in the core and ancillary materials. Core adoptions include Houghton Mifflin for Grades K-5, Glencoe for Grades 6-8 including Algebra Readiness and Algebra I, and Holt for Algebra 1 and 2 and Geometry for Grades 9-12. Accelerated Math is a supplementary program used for mathematics interventions. The LEA has not adopted intervention materials for mathematics intervention courses as set forth in the CA Mathematics Framework. Math intervention courses are offered at the middle and high school levels however there is no established curriculum or scope and sequence defined for these courses.

All sites are implementing the core as well as providing ELD instruction to English Learners as outlined in district policy. EL students are being provided ELD however inconsistency in the leveling of students by CELDT proficiency and within grades was noted. The new ELD curriculum supports the core ELA for Grades K-8, however there was no ELD core aligned materials available for Grades 9-12. The ELD core continues to be Heinle & Heinle Visions. It was noted that 70% of the ELs in the district have been enrolled in US schools for 5 or more years. Seventy-two percent (72%) of these students meet the criteria of Early Advanced/Advanced English Proficient. This analysis highlights the challenge that access to the core may need to become more prevalent in the ELD curriculum afforded these long-term EL students. ELD teachers, counselors and site administrators at middle and high school face an annual challenge to provide varied curriculum for students based on proficiency level when a significant number of the EL student population are remaining at level 4/5 and do not meet redesignation criteria primarily due to district reclassification criteria of Proficient or better on CST performance in ELA.

It was noted that RFEP students are being successful at maintaining high achievement in core as evidenced by strong performance on CST ELA and CAHSEE ELA. However, this level of achievement is not seen in mathematics. RFEP students are not meeting the same proficiency levels in middle and high school grades. It was noted that the LEA redesignation criteria does not require EL students to perform at high levels of proficiency in CST or CAHSEE in mathematics. Analysis of master schedules at both middle and high school reflects that there is a greater offering of ELA intervention courses vs mathematics intervention courses during the regular school day. Counselors indicated that EL proficiency levels are not taken into consideration for course placement in core or intervention math courses.

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### ii. Instructional strategies:

The Calipatria USD identified a need to monitor the ongoing implementation of the adopted core materials, ancillary materials, and Universal Access. Staff indicated that additional support beyond administrative drop in visits and lesson plan evaluation would assist in the ongoing use of research-based instructional strategies. It was noted that the LEA has provided professional development for core adoptions, EDI, and EL engagement strategies. The initial training is initiated by the LEA, however follow-up is not consistently supported by on-going site staff training nor mandated by district. A more formal monitoring system would greatly enhance the effectiveness of the use of strategies to support the academic achievement of all students, especially EL students. In addition, it was noted that the LEA and sites have not provided a comparable amount of support to mathematics. It was noted that the rigor in mathematics requires students to be more proficient with academic language to meet the demands of the performance based standards. This would imply that staff would benefit from content based mathematics training addressing academic language demands.

### iii. Professional development:

The Calipatria USD has been successful at employing staff who are appropriately credentialed to teach ELD and English Learners. Currently all staff providing ELA instruction to ELs also meet HQ status, however departmentalized mathematics instructors do not. The LEA supports mathematics instructors to attain full HQ status as a priority. As addressed above, there is a need to provide content based mathematics training addressing academic language demands to support the achievement of EL students to meet AMAO 3 targets. Additional training to support the full implementation of core adoptions including the use of research-based instructional strategies need to be prioritized and supported by site and LEA ongoing professional development planning times.

### iv. Parental participation:

The Calipatria USD recognizes the importance of parent involvement. Each site maintains a strong home-to-school communication system with most, but not all, communications available in English and Spanish to parents. It was noted that the student planners used in the parent involvement process are not available in Spanish and staff who are not fluent in Spanish only provide comments to parents in English through the planner. It was recognized that staff are available on each campus to support translating in Spanish for parents, when needed.

There is a concern that the LEA does provide districtwide trainings for parents to promote parent participation and education however there is no similar site based training occurring beyond basic parent information nights to address accountability notification, Title One, and annual testing information. In addition, the district is successful at engaging parent participation in district level councils and committees such as DELAC and Migrant PAC. Sites do not share the same level of parental involvement in their site based councils including SSC and ELACs. With such high parent participation at site level award and recognition assemblies, the LEA needs to facilitate the involvement of parents into the academic achievement of students in the core. Activities such as Family Math nights, a training provided by the district Migrant Education Program, could address this concern.

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### C. Factors contributing to failure to meet AMAO(s):

The Calipatria USD has concluded:

- The LEA has not adopted intervention materials for mathematics intervention programs as set forth in the CA Mathematics Framework.
- Math intervention services offered at the middle and high school levels have no established curriculum or scope and sequence.
- ELD courses for students in Grades 6-12 need to support academic language development for mathematics core.
- The LEA needs provide professional development in research-based strategies to support mathematics.
- Parent trainings need to be site-based and address supporting mathematics skills development.

### D. Conclusions from analysis that inform program modifications

Through this process, it was identified that English Learners, predominately in middle and high school grades, are having difficulty attaining annual measurable achievement objectives in mathematics. Further analysis indicates the English Learners may be at-risk of meeting academic standards in English Language Arts in the future. Overall, English Learners in the Calipatria Unified School District are being successful at acquiring English, however achievement in core mathematics is an area of need to be addressed in the IPA. Professional development and parent education will be key to support the achievement of EL students and to meet AMAO targets. In addition, a district wide math committee needs to be established to address the ongoing progress monitoring of EL students in core math and supplemental math programs to meet district student achievement goals. An essential task of this committee will be to develop and implement a formalized monitoring system, including observation protocols, peer collaboration, and administrative support, to ensure implementation of the core and use of research based strategies in the classroom.

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| Educational activities to improve English proficiency and academic achievement  | Timeline | Person Responsible | Funding Sources and Estimate | Progress Reports (Monitoring by LEA) |
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| <p>2. Describe scientifically based strategies to improve English-language Development (ELD). (AMAOs 1 and 2)</p> <p style="text-align: center;"><b>NOT APPLICABLE</b><br/><i>CUSD students have met this criteria</i></p> <p><b>Monitoring by Regional COE Lead</b></p>            |          |                    |                              |                                      |
| <p>3. Describe scientifically based strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3)</p> <p style="text-align: center;"><b>NOT APPLICABLE</b><br/><i>CUSD students have met this criteria</i></p> <p><b>Monitoring by Regional COE Lead</b></p> |          |                    |                              |                                      |

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| <p><b>4. Describe scientifically based strategies to improve academic achievement in mathematics. (AMAO 3)</b></p> <p>The Calipatria USD will:</p> <ul style="list-style-type: none"> <li>➤ Establish a district math committee to support the development of supplemental math programs and services, coordinate staff training to support curriculum implementation, define common strategies to support EL students, and formalize progress monitoring of EL students in core math and supplemental math programs.</li> <li>➤ Develop supplemental math intervention programs in grades 6-12 aligned with the recommendations of the CA Mathematics Framework.</li> <li>➤ Provide 40 hours of supplemental math instruction to at-risk EL students in grades 6-12 outside of the instructional day.</li> <li>➤ Acquire math intervention materials to support supplemental math intervention programs in grades 6-12.</li> <li>➤ Train instructional staff on core and supplemental Mathematics programs to support EL students.</li> <li>➤ Ensure EL students are appropriately placed in supplemental math intervention programs.</li> <li>➤ Provide collaboration time and training for math and ELD teachers to define common strategies</li> </ul> | <p>March, 2011 - ongoing</p> <p>June, 2011</p> <p>August, 2011 – March, 2012</p> <p>August, 2011</p> <p>August, 2011</p> <p>August, 2011</p> <p>August, 2011 - ongoing</p> | <p>District Superintendent will provide budgetary support.</p> <p>Associate Superintendent will coordinate district wide math committee meetings, oversee instructional material purchases, and coordinate professional development activities.</p> <p>Site Administrators will coordinate site level activities, monitor instructional implementation, and ensure EL students are properly placed in core and supplemental instructional programs.</p> <p>Certificated Staff will participate on math committee,</p> | <p>\$2,500 Title III Staff stipends for training in Academic Language Development and Explicit Direct Instruction.</p> <p>\$1,000 Title III Staff stipends to provide supplemental math instruction outside of instructional day.</p> <p>\$3,000 Title One Professional Development Consulting fees, materials, and supplies to support Academic Language Development and Explicit Direct Instruction.</p> <p>\$1,500 Title II-HQ Training materials and supplies to support progress monitoring and supplemental mathematics instruction.</p> <p>\$9,000 Migrant Ed Math Intervention Staff Salary and</p> | <p>March 23, 2011-District committee established. Each site is represented by admin, math and ELD staff.</p> <p>April 6, 2011-Committee meeting discussed instructional intervention materials</p> <p>May-June, 2011-supplemental instructional material reviews being conducted</p> |
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| <p>to be implemented in ELD to support academic language development in mathematics.</p>  |                      | <p>provide instruction, and attend professional development.</p> <p>Counselors will ensure students are properly placed in ELD and math support programs.</p> <p>ICOE Curriculum Staff will provide professional development and consultation services to support Academic Language Development and Explicit Direct Instruction.</p> | <p>Counselor Salary, staff training, materials, and supplies</p> <p>General Fund-Staff salaries for core instruction and collaboration time during regular work hours. Administrative salaries for planning and coordination.</p> |  |
| <p><b>Monitoring by Regional COE Lead</b></p> <p><b>5. Describe scientifically based professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs.</b></p> <p>The Calipatria USD will:</p> <ul style="list-style-type: none"> <li>➤ Train administrators and instructional staff on “Explicit Direct Instruction” and the use of math manipulatives for differentiating instruction to support EL students in Mathematics.</li> </ul> | <p>October, 2011</p> | <p>District Superintendent will provide budgetary support.</p> <p>Associate Superintendent will</p>  | <p>\$4,000 Title One Professional Development Consulting fees, materials, and supplies to support training in Explicit</p>  | <p>March 23, 2011-District committee established. Each site is represented by admin, math and ELD staff.</p> <p>April 6, 2011-Committee meeting discussed math support classes and supplemental instructional intervention materials</p> <p>May, 2011 -Associate Superintendent contacted ICOE for trainings and was informed math professional development has been completed for the year and to plan for next Fall.</p> |

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| <ul style="list-style-type: none"> <li>➤ Monitor instructional staff on use of "Checking for Understanding" instructional strategy.</li> <li>➤ Develop observation protocols to evaluate use of "Checking for Understanding" and use of math manipulatives strategies during math instructional time.</li> <li>➤ Establish a district math committee to support the development of supplemental math programs and services, coordinate staff training to support curriculum implementation, define common strategies to support EL students, and formalize progress monitoring of EL students in core math and supplemental math programs.</li> </ul> | <p>Ongoing</p> <p>November, 2011</p> <p>March, 2011 and ongoing</p> | <p>coordinate professional development activities and district math committee meetings.</p> <p>Site Administrators will coordinate site level activities, monitor instructional strategy implementation, and conduct teacher observations and provide timely feedback to teachers on these observations.</p> <p>Certificated Staff will participate on math committee, implement instructional strategies, and attend professional development.</p> <p>ICOE Curriculum Staff will provide professional development and consultation services to support Explicit Direct Instruction and math strategies.</p> | <p>Direct Instruction and use of math manipulatives.</p> <p>\$1,500 Title II-HQ Training materials and supplies for observation strategies and protocol design.</p> <p>General Fund-Staff salaries for professional development and collaboration time during regular work hours. Administrative salaries for planning and coordination.</p> |  |
| <p><b>Monitoring by Regional COE Lead</b></p>   |   |  |  |  |

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| <p><b>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.</b></p> <p>The Calipatria USD will:</p> <ul style="list-style-type: none"> <li>➤ Provide four (4) family math nights to promote parent involvement and train parents how to support math skills at home for EL students in grades 6-12.</li> </ul> |  | <p>November, 2011 and ongoing</p> | <p>District Superintendent will provide budgetary support.</p> <p>Associate Superintendent will coordinate professional development activities and district parent events.</p> <p>Site Administrators will coordinate site level activities.</p> <p>Certificated Staff will attend professional development and participate in parent events.</p> <p>ICOE Curriculum Staff will provide professional development and consultation services to support parent involvement strategies.</p> | <p>\$200 Title III Staff stipends for professional development training on parent involvement.</p> <p>\$800 Title One Parent Training materials and supplies</p> <p>\$300 Migrant Ed Parent Training materials and supplies, childcare</p> <p>General Fund-Staff salaries and administrative salaries to support parent involvement activities.</p> |  |
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| <b>Monitoring by Regional COE Lead</b>   |  |  |  |  |  |
| 7. If applicable, identify any changes to the Title III Immigrant Education Program. |  |  |  |  |  |
| <b>NOT APPLICABLE</b>  |  |  |  |  |  |
| <b>Monitoring by Regional COE Lead</b>   |  |  |  |  |  |