

**Title III Local Educational Agency Improvement Plan Addendum<sup>1</sup>**  
**January 15, 2010**

**Directions:** *Address the topic requested for each cell in the outline. The cells expand to allow as much space as required for narrative responses under each item. All Title III Year 2 LEAs must submit a copy of the IPA (in Microsoft Word format) to their Title III Regional Lead and to CDE at [TIIY2@cde.ca.gov](mailto:TIIY2@cde.ca.gov).*

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

There are several factors that have prohibited the school from achieving the Annual Measurable Achievement Objective 3 (AMAOs). The Charter School of San Diego serves as an intervention. The school is intended to serve students for a short time period. The students that enroll at CSSD are academically “at risk” and potential dropouts. During the short time that they are enrolled, the focus is devoted to reengaging and motivating students to continue towards the achievement of their personalized educational plan (PEP) which focuses on positive student outcomes. Teachers focus on assisting students to become grade-level proficient and appropriate for their age so that they can return to their traditional, comprehensive high school. The school also offers the opportunity for students to remain at CSSD or in an educational setting of their choice and fulfill the requirements for receiving a diploma.

Courses at CSSD are aligned to the California State Standards. The primary method of instruction is independent study that is supplemented with seminars, workshops, guest speakers, tutoring and field trips. These individual and small group activities offer opportunities to develop basic skills, explore careers, learn higher-level thinking skills, expand interpersonal relationship skills, and enrich the core curriculum. This ensures individual attention and the ability of the teacher to get to know the students, their families and factors that affect their lives.

In addition to providing a rigorous, personalized academic experience, CSSD works to alleviate social and personal pressures that can impact academic performance. It has many partnerships and alliances to provide community resources to students and their families. Students’ course of study is based on a Personalized Education Plan (PEP). This plan is developed by the CSSD counselor along with the student, parents and teacher. It considers high school graduation requirements, the student’s short- and long-term goals, learning styles, previous work, current interests, academic achievement, skills development and standardized test scores. The PEP is reviewed and updated by the parents, student and teacher on a regular basis throughout the student’s enrollment.

Trend data based on NWEA-Measures of Academic Progress (MAP) has shown that students enter CSSD two to three grade levels behind in reading and language usage and three to four grade levels behind in mathematics. The majority of students choose to enroll in CSSD because they have failed core courses, have low GPA’s, and are unable to successfully “catch up” on coursework and credits that would enable them to graduate. Students are also referred to CSSD due to discipline issues that have prohibited them from being academically successful.

The state and federal accountability systems were and are principally designed for traditional schools. Given that CSSD’s primary focus is to serve as an intervention for students that are academically “at risk” and potential dropouts, the traditional means to evaluate the instructional program does not align to the school’s mission and success of reengaging students.

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<sup>1</sup> This sample outline was developed by the Language Policy and Leadership Office, California Department of Education, November 2009. It is to be used for technical assistance purposes only.

Based on the analysis of data through the ELSSA the following observations have been made:

- For the past two years the EL sub-group has not met the proficiency targets in ELA. For the past three years the EL sub-group has not met the proficiency rates in Math. In the past year the proficiency rate has decreased in math by 6.4%.
- Students at the EI and EA levels are making the most progress. Students at the EA/A level are not meeting the growth targets. Students at the EA/Advanced Level are making the least progress.
- The majority of EL students entering our program have been enrolled in a US school for 6+ years. These students are performing in the Intermediate to Advanced range. 8 students are in the EI and Beginning range. Students enrolled in a US school for 4 years have demonstrated Proficient language acquisition and 1 student enrolled for 3 years has demonstrated EA proficiency. The majority of the students are progressing in their language acquisition.
- The majority of our Intermediate Els score Basic and above on the CST/ELA. This information is regularly reviewed by the instructional staff.
- The majority of our Intermediate Els score Below Basic CST/Math. This information is regularly reviewed by the instructional staff. What level are these students entering our program and have they entered with failing math grades from their previous school?
- The majority (91%) of the RFEP students are performing Basic and above on the CST/ELA. The students scoring at the Basic level, what skill development is needed to assist them in scoring Proficient/Advanced in ELA?
- The majority (90%) of the RFEP students are performing Basic and below on the CST/Math. The students scoring at the BB and FBB level, what skill development is needed to assist them in scoring Proficient/Advanced in Math? Students are entering our program three to four grade levels behind based on our local assessment (NWEA-MAPs) given upon enrolling in our program.
- The majority of the students are passing the CAHSEE, however they are not scoring proficient.
- The percentage of RFEP 10th grade students passing the CAHSEE is much higher (75%-ELA and 67%-Math) than the percentage scoring proficient (40%-ELA and 18%-Math).
- Many students enroll in the program two to three grade levels behind in ELA and three to four grade levels behind in Math based on the NWEA-MAPs assessment. The instructional program is designed to provide academic intervention and support to these students.

The program modifications based on data are:

- Instructional Leads that oversee a region of learning centers that have similar student demographics, academic needs, and community needs. They guide, facilitate, and monitor focused instruction and professional growth through individual teacher and learning center action plans. Individual and small group professional growth includes: subject-specific pedagogy, differentiated instruction, community outreach and resources, development of skills to utilize instructional resources and teacher collaboration for instructional purposes.
- Individual and department action plans/evaluations with performance measures that are linked to student achievement and organizational outcomes.

- Performance indicators embedded in teacher evaluations that are linked to student achievement that include: student growth indicators, attendance, dropout rate, graduation rate, CAHSEE proficiency rate, CST proficiency rate, student retention, interventions, credits earned, and professional growth aligned to student achievement.
- Local benchmark assessments linked to standards that measure student academic progress in Reading, Language Usage, and Mathematics. These state-aligned assessments reflect the instructional level of each student and measure growth over time. These results are used to:
  - Identify the skills and concepts individual students have learned
  - Diagnose instructional needs
  - Monitor academic growth over time
  - Make data-driven decisions at the classroom and school level
  - Assign students appropriate courses and remedial instruction
- Researched based remedial Math and English curriculum and instruction aligned to state-standards.
- Expansion of state-approved CAHSEE Prep curriculum (supplemental) and instruction.
- Grade specific learning centers that increase the ability to focus instruction and group students for instructional support.
- Differentiated instruction provided to students based on proficiency level.
- ELD instructional practices that include: Systematic, direct instruction followed by guided and independent practice, scaffolding techniques, grouping, higher level thinking skills, learning styles, benchmark assessments such as end of course exams and MAPs, checking for understanding, and reflection.
- Increased instructional time in the traditional school year by 15 minutes/day and an increase in supplemental instructional time in the summer for remediation.
- Focused regionalized job-embedded Professional Development linked to student results and teacher performance indicators in Math/English/ELL strategies/Best Practices.
- School to Career Pathways utilizing a web-based program (Naviance) that tracks student achievement, interests, and learning styles.
- Early interventions with counselors that focus on positive instructional outcomes.
- Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP).
- Monthly scheduled learning center meetings that focus on student instructional needs based on the analysis of individual, student groups (demographic), and learning center data.

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (to be completed periodically through June 30, 2011)
<p><b>2. Describe scientifically based research strategies to improve English-language Development (ELD).</b> (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))</p> <p>English Learner needs have been reviewed and established through the analysis of student and school performance data. This analysis has resulted in the restructuring of professional development and support for focused instruction. Formative and summative assessments have been revised and/or developed to ensure alignment to the state standards. Instructional Leads have been established to assist in the deployment and integration of data to focus teaching and learning. Individual and classroom performance measures have been formalized and implemented throughout the program. The following instructional strategies and resources specific to ELL have been implemented:</p> <ul style="list-style-type: none"> <li>□ NWEA-Measures of Academic Progress (MAPs) assessments in Reading, Language Usage, and Mathematics. Measures of Academic Progress (MAP) tests are state-aligned computerized adaptive assessments in reading, language usage, and mathematics which provide accurate, useful information. These assessments reflect the instructional level of each student and measure growth over time. The results are used to: <ul style="list-style-type: none"> <li>• Identify the skills and concepts individual students have learned.</li> <li>• Diagnose instructional needs.</li> <li>• Monitor academic growth over time.</li> <li>• Make data-driven decisions at the classroom and school level.</li> <li>• Assign students appropriate courses and</li> </ul> </li> </ul>	<p>August 2008- June 2011</p>	<p>Program Administrator</p> <p>School Site Coordinator</p> <p>Instructional Leads</p> <p>Teachers</p> <p>Curriculum Council</p>	<p>ARRA, Title I, Title III, Base Revenue Limit \$22, 570.</p> <p>ARRA, Base Revenue Limit \$18, 468.</p> <p>ARRA, Title I \$50,785.</p> <p>ARRA, Base Revenue Limit, Special Ed \$811,141.</p> <p>ARRA, Title I, Base Revenue Limit \$91,185.</p>	

<ul style="list-style-type: none"> <li>remedial instruction</li> <li><input type="checkbox"/> Focused Professional Development in ELD in core</li> <li><input type="checkbox"/> Advanced SDAIE Professional Development through the SDCOE</li> <li><input type="checkbox"/> Differentiated instruction provided to students based on proficiency level</li> <li><input type="checkbox"/> ELD instructional practices that include: Systematic, direct instruction followed by guided and independent practice, scaffolding techniques, grouping, higher level thinking skills, learning styles, benchmark assessments such as end of course exams and MAPs, checking for understanding, and reflection.</li> <li><input type="checkbox"/> SDAIE lessons and strategies that focus on student engagement and language acquisition through subject-matter content</li> <li><input type="checkbox"/> Early interventions that focus on positive instructional outcomes</li> <li><input type="checkbox"/> Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP)</li> <li><input type="checkbox"/> Weekly scheduled learning center meetings that focus on student instructional needs based on the analysis of individual, student groups (demographic), and learning center data</li> </ul>				
<p><b>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3;ELSSA)</b></p> <p>The school has implemented the following instructional strategies and resources specific to reading/language arts:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> NWEA-Measures of Academic Progress (MAPs) assessments in Reading and Language Usage. Measures of Academic Progress (MAP) tests are state-aligned computerized adaptive assessments in reading and language usage which provide accurate, useful information. These assessments reflect the instructional level of each student and measure growth over</li> </ul>	<p>August 2008- June 2011</p>	<p>Program Administrator</p> <p>School Site Coordinator</p> <p>Instructional Leads</p> <p>Teachers</p>	<p>ARRA, Title I, Title III, Base Revenue Limit \$22, 570.</p> <p>ARRA, Base Revenue Limit \$18, 468.</p> <p>ARRA, Title I \$50,785.</p> <p>ARRA, Base Revenue Limit, Special ed \$811,141.</p>	

<p>time. The results are used to:</p> <ul style="list-style-type: none"> <li>• Identify the skills and concepts individual students have learned.</li> <li>• Diagnose instructional needs.</li> <li>• Monitor academic growth over time.</li> <li>• Make data-driven decisions at the classroom and school level.</li> <li>• Assign students appropriate courses and remedial instruction</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focused Professional Development in reading and language usage</li> <li><input type="checkbox"/> CAHSEE remediation in ELA based on student results</li> <li><input type="checkbox"/> Advanced SDAIE Professional Development through the SDCOE</li> <li><input type="checkbox"/> SDAIE lessons and strategies that focus on student engagement and language acquisition through subject-matter content</li> <li><input type="checkbox"/> Differentiated instruction provided to students based on proficiency level</li> <li><input type="checkbox"/> SDAIE Strategies: Systematic, direct instruction followed by guided and independent practice, scaffolding techniques, grouping, higher level thinking skills, learning styles, benchmark assessments such as end of course exams and MAPs, checking for understanding, and reflection.</li> <li><input type="checkbox"/> Early interventions that focus on positive instructional outcomes</li> <li><input type="checkbox"/> Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP)</li> <li><input type="checkbox"/> Weekly scheduled learning center meetings that focus on student instructional needs based on the analysis of individual, student groups (demographic), and learning center data</li> </ul>		Curriculum Council	ARRA, Title I, Base Revenue Limit \$91,185.	
<p><b>4.Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)</b></p> <p>The school has implemented the following instructional strategies and resources specific to</p>	August 2008- June 2011	Program Administrator  School Site Coordinator	ARRA, Title I, Title III, Base Revenue Limit \$22, 570.  ARRA, Base Revenue Limit	

<p>mathematics:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> NWEA-Measures of Academic Progress (MAPs) assessments in Mathematics. Measures of Academic Progress (MAP) tests are state-aligned computerized adaptive assessments in math which provide accurate, useful information. These assessments reflect the instructional level of each student and measure growth over time. The results are used to: <ul style="list-style-type: none"> <li>• Identify the skills and concepts individual students have learned.</li> <li>• Diagnose instructional needs.</li> <li>• Monitor academic growth over time.</li> <li>• Make data-driven decisions at the classroom and school level.</li> <li>• Assign students appropriate courses and remedial instruction</li> </ul> </li> <li><input type="checkbox"/> Focused Professional Development in math through math for instructional use courses</li> <li><input type="checkbox"/> CAHSEE remediation in math based on student results</li> <li><input type="checkbox"/> Advanced SDAIE Professional Development through the SDCOE</li> <li><input type="checkbox"/> Differentiated instruction provided to students based on proficiency level</li> <li><input type="checkbox"/> SDAIE Strategies: Systematic, direct instruction followed by guided and independent practice, scaffolding techniques, grouping, higher level thinking skills, learning styles, benchmark assessments such as end of course exams and MAPs, checking for understanding, and reflection.</li> <li><input type="checkbox"/> SDAIE lessons and strategies that focus on student engagement and language acquisition through subject-matter content</li> <li><input type="checkbox"/> Early interventions that focus on positive instructional outcomes</li> <li><input type="checkbox"/> Daily/weekly/monthly parent meetings that review and monitor student Personalized Education Plans (PEP)</li> <li><input type="checkbox"/> Weekly scheduled learning center meetings that focus on student instructional needs based on the analysis</li> </ul>		<p>Instructional Leads</p> <p>Teachers</p> <p>Curriculum Council</p>	<p>\$18,468.</p> <p>ARRA, Title I \$50,785.</p> <p>ARRA, Base Revenue Limit, Special ed \$811,141.</p> <p>ARRA, Title I, Base Revenue Limit \$91,185.</p>	
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of individual, student groups (demographic), and learning center data				
<p><b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)</b>  The school has implemented the following professional development strategies and activities:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Analysis of student and school performance data to focus teaching and learning</li> <li><input type="checkbox"/> How to utilize MAPs and Curriculum embedded assessments to: Identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions at the classroom and school level, and assign students appropriate courses and remedial instruction</li> <li><input type="checkbox"/> Advanced SDAIE strategies</li> <li><input type="checkbox"/> Focused teaching in Math and ELA</li> <li><input type="checkbox"/> Strategies for early interventions that focus on positive instructional outcomes</li> <li><input type="checkbox"/> Best practices and job shadowing with experienced teachers based on student results</li> <li><input type="checkbox"/> Content specific instruction for professional staff based on student results in Math and ELA</li> <li><input type="checkbox"/> Weekly scheduled learning center meetings with instructional leads that focus on student instructional needs based on the analysis of individual, student groups (demographic), and learning center data</li> </ul>	August 2008- June 2011	Program Administrator  School Site Coordinator  Instructional Leads  Teachers  Curriculum Council	ARRA, Title I, Title III, Base Revenue Limit \$22, 570.  ARRA, Base Revenue Limit \$18, 468.  ARRA, Title I \$50,785.  ARRA, Base Revenue Limit, Special ed \$811,141.  ARRA, Title I, Base Revenue Limit \$91,185.	
<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>  The school has implemented the following</p>	August 2008- June 2011	Program Administrator  School Site Coordinator	ARRA, Title I, Title III, Base Revenue Limit \$22, 570.  ARRA, Base Revenue Limit	

<p><b>outreach strategies to help parents become active participants in the education of their children:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Through Daily/weekly/monthly parent meetings (per Independent Study Master Agreement) that reviews and monitors students Personalized Education Plans (PEP)</li> <li><input type="checkbox"/> Open house at each learning center that focuses on topics specific to the needs of the students that attend the center and reside in the community</li> <li><input type="checkbox"/> Provide resources and trainings for parents that focus on student needs and academic achievement through parent involvement</li> <li><input type="checkbox"/> Conduct annual parent surveys and use the results to amend practices to improve parent involvement and student achievement</li> <li><input type="checkbox"/> Parent University Night that assists parents in understanding where their child is academically, how to read and understand assessment results, and how to assist your child at home academically</li> <li><input type="checkbox"/> Regular communication to parents regarding student progress, academic proficiency, grade level standards, graduation requirements, data on standardized testing, local assessments, and interventions is performed through the following mechanisms: <ul style="list-style-type: none"> <li>• Phone</li> <li>• In person</li> <li>• Home Visits</li> <li>• Mail</li> <li>• Email</li> <li>• Website</li> <li>• School documents</li> </ul> </li> </ul> <p>For students and parents that speak a primary language other than English, all notices that the school sends are written in the primary language.</p>		<p>Instructional Leads</p> <p>Counselors</p> <p>Teachers</p> <p>Communication Specialist</p>	<p>\$18,468.</p> <p>ARRA, Title I \$50,785.</p> <p>ARRA, Title I, Base Revenue Limit \$178,758.</p> <p>ARRA, Base Revenue Limit, Special ed \$811,141.</p> <p>Base Revenue Limit \$42,690.</p>	
<p><b>7. If applicable, identify any changes to the Title III Immigrant Education Program. Not applicable</b></p>	<p><b>Not applicable</b></p>	<p><b>Not applicable</b></p>	<p><b>Not applicable</b></p>	<p><b>Not applicable</b></p>

