

**San José Unified School District  
Title III Local Educational Agency Improvement Plan Addendum  
2009-2011**

**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).**

**A. Analysis of data and problems found**

San Jose Unified School District has met all State targets for AMAO I and II for the past four years. The District has failed to meet AMAO III in the past two years in English Language Arts. For the 2008-2009 year, the district also failed to meet the target in Math. The District has reviewed the performance of the grade level spans to determine which are contributing to our failure to meet AMAO III and where the District will address plans for improvement.

At the elementary level 37.8% of ELs were proficient in ELA, showing a 5.7% increase from 2007-2008. All Math AYP targets were met for the past 5 years. At the middle school level, the district has failed to meet AMAO III for the past 5 years in ELA and Math. The EL proficiency rate in ELA and Math in grades 6-8 has only increased approximately 5% in ELA and 3.4% in Math since 2004. At the high school level, 37% of 10<sup>th</sup> grade ELs passed the CAHSEE in ELA with only 7% achieving proficiency. 46% of 10<sup>th</sup> grade ELs passed CAHSEE in Math, with only 15% reaching proficiency. On the CAHSEE ELA, ELs in US schools from 0-3 years demonstrate an 8% proficiency rate as do ELs students who have been in US Schools 6 years or more. 0% of EL students in US schools from 4-5 years score proficient on CAHSEE in ELA.

Given that our largest proportion of ELs are at the intermediate level, we have reviewed the data for this group. The average rate of performance for ELs at the Intermediate level in ELA and Math remains at the basic level. Beginning in second grade, 42% score at the basic level and by eighth grade drop off to 23%. In the Math, 61% of intermediate ELs are scoring proficient or advanced. By eighth grade only 5% are scoring proficient.

In summary, the data analysis of students at CELDT level 3 or above in ELA and math revealed a pattern where the percentage of EL students scoring in the upper ranges of the CST begins to decrease as grade level content becomes more difficult beginning at the upper elementary grades. Students perform better in Math than in ELA on both the CST and CAHSEE.

**B. Strengths and Weaknesses of current plan**

**Elementary Program Strengths:**

The elementary programs for English Learners are well implemented across the district. Schools with large proportions of EL students level during ELD time. This provides an opportunity for ELs from SEI and bilingual alternative programs to be integrated. ELD occurs on a daily basis for 30-60 minutes depending on the grade level. District adopted ELD materials K-3, which include Avenues by Hampton Brown, are available at each school site. There is a defined ELD pacing guide that helps teachers address each of the domains of ELD and the standards by grade level and proficiency level. There are 19 Site EL Instructional Coaches and 3 District EL Instructional Coaches that

provide support to teachers on effective pedagogy and practice for ELs, deliver professional development, facilitate data dialogues, and engage in coaching cycles. District-wide professional learning collaboratives, which focus on best practices for primary language instruction, literacy transfer and language development, are in place for elementary bilingual teachers. Most schools have before or after school interventions in place for ELs that focus on literacy and/or ELD.

**Secondary Program Strengths:**

Students who are found to be less than reasonably fluent on the CELDT and who have been educated in the US for fewer than 5 years receive a well-articulated and fully implemented ELD course of study. Students receive 2 hours of ELD each day using the district adopted ELD curriculum, *Milestones* by Heinle Cengage. There is a defined ELD pacing guide and benchmark assessments. All ELD teachers participate in an ELD collaborative which focuses on curriculum implementation, monitoring of student progress and use of research based instructional practices. There are defined placement procedures for ELs to ensure students are receiving the appropriate instruction and placement is closely monitored by the Bilingual Department. Professional development needs have been identified for teachers of long term ELs and an implementation plan has been established. The district is piloting *A Focused Approach to Constructing Meaning* by EL Achieve with all 12 of its comprehensive secondary schools. All ELs are monitored using the ELD progress profile, which measures student progress toward mastery of the ELD standards.

**Parent Participation Plan Strengths:**

The district has a designated Parent Education and Involvement Office. The administrator and certificated staff provide assistance to sites in increasing parent engagement through a variety of workshops and classes. Sessions are offered in the morning and evening at individual sites as well as the district office. All staff provides offerings in both Spanish and English on topics relevant to student achievement, parenting, and leadership. A district wide parent conference occurs in the Fall and Spring and is attended by over 100 parents each year.

**Weaknesses of the Elementary Program:**

ELD instruction is inconsistent across the schools. For example, students in the bilingual program in grades K-3 have a designated ELD instructional block as well as a designated curriculum. Students in bilingual programs at the 4<sup>th</sup> and 5<sup>th</sup> grades do not have a separate ELD curriculum or a separate instructional block. ELD at these grade levels is embedded in during their ELA time and uses the same curriculum. Because the district focus has been on program improvement schools, SEI schools with small populations of ELs have inconsistencies in ELD implementation and teachers at these sites have had limited access to professional development specific to best practices for English Learners. Sites with smaller populations of ELs also do not have a designated EL Instructional Coach. Additionally, feedback received for the ELD benchmarks indicate they are not rigorous enough and only available for grades 1st-3<sup>rd</sup>. The district has also focused primarily on professional development for teachers and has not provided comprehensive EL instructional leadership training for all administrators.

**Weaknesses of Secondary Program:**

Although the ELD program addresses EL students at levels 1-3, long term ELs at levels 4 and 5 do not receive dedicated ELD instruction. The district has not developed a catch up plan for students who fall behind in academic and language proficiency. Teachers have also not had sufficient opportunities to develop their expertise of best practices for ELs as there is not a comprehensive professional development plan in place for this level. In addition, there are an insufficient number of EL instructional coaches to support teachers in changing and refining their practice.

**Weaknesses of Parent Participation Plan:**

Site administrators have had minimal training on how to engage their communities. In addition, the parent participation at the secondary level

needs to increase. The majority of sessions being requested and offered are at the elementary level and therefore the majority of participants are also from elementary schools.

### **Overall Weaknesses**

Although the LEA plan identifies some of the instructional needs and possible solutions to challenges, it does not articulate a strategic plan for implementation. The LEA plan needs to clearly and concisely outline an approach for raising student achievement that emphasizes a unified and systemic vision for educating English Learners. For example, the needs of ELs need to be considered in professional development plans, instructional materials adoptions, and allocation of all resources. Additionally, the LEA plan emphasizes the role of the Bilingual Department and site EL Coaches in addressing challenges, however the onus must be on all stakeholders including administrators, teachers, parents and students. All groups need to develop a deeper understanding of both the linguistic and academic literacy needs of ELs.

### **C. Identify and describe factors contributing to failure to meet AMAO III:**

Based on the results of the APS and the ELSSA, classroom observations, and student outcomes, the following are factors contributing to our failure in meeting AMAO III:

- 1) Implementation and quality of ELD instruction is inconsistent K-12 (EPC 1 & 2).
- 2) Instruction is not consistently differentiated for ELs across the content areas (EPC 1).
- 3) Fiscal resources are not allocated based on what data indicates is the need. Past practice has been to allocate the majority of categorical funds at the elementary level with the intention of providing students early intervention. However, the ELSSA indicates that the majority of students scoring below and far below basic are at the middle and high school levels (EPC 9).
- 4) A well-designed professional development plan that includes training for leaders and teachers on best practices for ELs is not in place (EPC 3 & 4).
- 5) SJUSD does not have a well-articulated and comprehensive coaching model in place (EPC 6).
- 6) Teacher collaboration across grade levels and departments is inconsistent throughout the district (EPC 7).
- 7) Master schedules in grades 6-12 do not currently provide the flexibility to include proper interventions (EPC 2 & 8)
- 8) Although we have one of the largest data warehouses in the country, a consistent monitoring and accountability system for ELs is not in place across the district (EPC 5).

**D. Conclusion:** From the qualitative and quantitative data we reviewed and the underlying causes we verified, the leadership team of San Jose Unified School District believes that to increase the language proficiency and the academic achievement of ELs we must improve our system in four specific areas: 1) Implementation of high-quality ELD and content-area instruction, 2) alignment of fiscal resources to areas of greatest need, 3) a well designed, research-based professional development plan that includes a coaching and collaboration component, and 4) a clear and consistent monitoring and accountability system that outlines the responsibilities of each stakeholder group at all organizational levels.

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (to be completed on or before April 15, July 15 and November 15, 2010, and January 15, April 15, and July 15, 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> <ul style="list-style-type: none"> <li>Although we made AMAO targets, we continue to have the following objectives for ELD instruction:</li> </ul>				
<p><b>A. ELs at all levels will have a separate daily block for ELD instruction.</b></p>	8/2010	Curriculum, Instruction & EL Services, PreK-12 Staff & Site Principals	Purchase of supplementary ELD materials not to exceed \$20,000.00 Title III	
<p><b>B. Implement K-12 curriculum embedded ELD formative assessments</b></p>	8/2010	Curriculum, Instruction & EL Services, PreK-12	Instructional Materials & COMPASS \$10,000.00	
<p><b>C. Implement a K-12 ELD Monitoring System for delivering high quality ELD and ELA</b></p>	8/2010	Curriculum, Instruction & EL Services, PreK-12 & Site Administrators	No funding required	
<p><b>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts (R/LA).</b> (AMAO 3; ELSSA)</p>				
<p><b>A. Provide quality ELA/ELA instruction.</b></p> <ul style="list-style-type: none"> <li>Ensure all students have access to standards-based instruction in RLA (EPC 1)</li> </ul>	8/2010	Curriculum, Instruction & EL Services, PreK-12 & Site administrators	No additional cost (all sites have necessary materials according to latest	

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<ul style="list-style-type: none"> <li>By 8/2010 administrators will all be trained on EPC requirements</li> <li>Division of Instruction will conduct site walkthroughs and observations to confirm implementation</li> </ul>			textbook inventory)	
<ul style="list-style-type: none"> <li>Identify EL students who are below basic and far below basic on CST for ELA and place these students in appropriate intensive intervention. Provide 2 to 2.5 hours of intervention at the elementary level and 2 periods of intervention at the secondary level. (EPC 2)</li> </ul>		Planning phase 01/2010 Implementation Phase 08/2010	Safety Net Intervention Fund FTE & TIIG \$1,352,378.00	
<ul style="list-style-type: none"> <li>Provide Constructing Meaning training to ELA teachers in targeted grade levels, EL Coaches and administrators (EPC 3 &amp; 4)</li> </ul>	08/2009-06/2011	Curriculum, Instruction & EL Services, 6-12	EIA-LEP \$25,000.00 & Title III \$75,000.00	
<ul style="list-style-type: none"> <li>Monitor EL ELA progress through district benchmarks (data protocols &amp; one on one conferences)</li> </ul>	4 times per year 08/2010, 10/2010, 12/2010 & 02/2010	Curriculum, Instruction & EL Services staff & Site administrators	No Cost	
<ul style="list-style-type: none"> <li>Implement a strategic EL Coaching plan that will provide support for teachers working with ELs</li> <li>Provide training for all coaches on coaching skills and coaching I language in addition to strengthening their content expertise in ELD, LA, Math and in providing access to the core.</li> </ul>	08-2009 – 06-2011	Curriculum, Instruction & EL Services staff & Site administrators	Instructional Coaches Cost TIIG \$1,678,448.00 Title III \$300,000.00 EIA-LEP \$425,000.00  Coaching Training costs Title III \$40,000.00 EIA-LEP \$40,000.00	

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<ul style="list-style-type: none"> <li>Facilitated Weekly collaboration around student progress, standards, teaching practices and differentiation.</li> </ul>	01/2010 – 06/2010	Site Administrators	No Cost	
<p><b>B. Support structured CAHSEE intervention for EL students</b></p> <ul style="list-style-type: none"> <li>Identify effective CAHSEE curriculum</li> <li>Identify &amp; coordinate professional development for staff</li> <li>Identify students through EASE-E reports</li> <li>School sites will provide before or after school intervention for ELs</li> </ul>	Identify curriculum by 01/2010 PD by 08/2010 Implement intervention by 08/2010	Curriculum, Instruction & EL Services, 6-12	TIIG \$147,307.00	
<p><b>3. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMA0 3; ELSSA)</b></p>				
<p><b>A. Provide quality Mathematics instruction.</b></p> <ul style="list-style-type: none"> <li>Ensure all students have access to standards-based instruction in Math (EPC 1)</li> <li>By 8/2010 administrators will all be trained on EPC requirements</li> <li>Division of Instruction will conduct site walkthroughs and observations to confirm implementation</li> </ul>	Implementation of curriculum 08/2010  Walkthroughs 11/2010 & ongoing	Curriculum, Instruction & EL Services staff & site principals	No additional cost (all sites have materials according to latest inventory)	
<ul style="list-style-type: none"> <li>Identify EL students who are below basic and far below basic on CST for Math and place these students in appropriate intensive intervention. Provide 15 minutes of intervention at the elementary level</li> </ul>	08/2010	Curriculum, Instruction & EL Services staff & site principals	<u>Secondary</u> Safety Net Intervention TIIG \$1,352,378.00 (same as what was listed in ELA)	

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and 2 periods of intervention at the secondary level. (EPC 2)				
<ul style="list-style-type: none"> <li>• Provide QTEL training to all secondary Math teachers, Math coaches and administrators (ELC 3 &amp; 4) <i>(See progress report section for latest changes)</i></li> <li>• Provide QTEL Coaching for lead teachers at each site in order to build site capacity in math <i>(See progress report section for latest changes)</i></li> </ul>	08/2009-06/2011	Curriculum, Instruction & EL Services, 6-12	Title III \$75,000.00 EIA-LEP \$25,000.00	
<ul style="list-style-type: none"> <li>• Monitor EL Math progress through district benchmarks (data protocols and one on one conferences)</li> </ul>	4 times per year 08-2010, 10/2010, 12/2010 & 02/2010	Curriculum, Instruction & EL Services Staff & Site administrators	No Cost	
<ul style="list-style-type: none"> <li>• Implement a strategic coaching plan that will provide support for math teachers working with ELs</li> </ul>	08/2010 – 06/2011	Curriculum, Instruction & EL Services Staff & Site administrators	Overall coaching costs embedded in section above (ELA) TIIG \$1,678,448.00 Title III \$300,000.00 EIA-LEP \$425,000.00	
<ul style="list-style-type: none"> <li>• Facilitated weekly collaboration around student progress, standards and teaching practices</li> </ul>				
<p><b>B. Support structured CAHSEE intervention for EL students</b></p> <ul style="list-style-type: none"> <li>• Identify effective CAHSEE curriculum</li> </ul>	Identify curriculum by 01/2010 PD by 08/2010 Implement	Curriculum, Instruction & EL Services, 6-12	TIIG \$147,307.00	

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<ul style="list-style-type: none"> <li>Identify &amp; coordinate professional development for staff</li> <li>Identify students through EASE reports</li> <li>School sites will provide before or afterschool intervention for ELs</li> </ul>	intervention by 08/2010			
<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>				
<b>A. Institutes will be offered for the following groups: Administrators, instructional coaches, classroom teachers and paraprofessionals.</b>	Ongoing from 2010 - 2011	Curriculum, Instruction & EL Services Staff	Title III \$100,000.00 Title IIa \$951,000.00	
<ul style="list-style-type: none"> <li>All staff serving ELs in a bilingual program setting will participate in district-wide professional learning collaboratives and will also receive PD that demonstrates how to embed the following EL strategies into the direct instruction framework:               <ol style="list-style-type: none"> <li>Emphasis on oral language development (conversational and academic)</li> <li>Explicit teaching of the elements of English</li> <li>Use of language learning strategies</li> <li>Use of interactive strategies</li> </ol> </li> </ul>	08/2009-06/2011	Curriculum, Instruction & EL Services Staff	EIA-LEP \$50,000.00 Title III \$50,000.00 Revised 11/2010 SFSF \$300,000.00	
<b>C. SJUSD will implement a comprehensive EL coaching model to support an sustain the</b>	Development of coaching model by	Curriculum, Instruction & EL Services Staff	As noted above in coaching section pg. 7	

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<p><b>implementation of professional development highlighted above</b></p> <ul style="list-style-type: none"> <li>• Develop a well articulated coaching model to be used systematically K-12</li> <li>• Year 1 of implementation will focus o developing coaching skills and coaching language</li> <li>• Year 2 will add developing content expertise. All coaches will be completing at least one coaching cycle with all ELA &amp; ELD teachers.</li> <li>• Develop a K-12 coaching matrix that identifies roles and responsibilities, timelines and deliverables at the district and site level.</li> <li>• Deliver ongoing professional development on the coaching model to administrators, coaches and teacher leaders.</li> <li>• District Instructional coaches will provide support to site coaches to implement coaching cycles with their teaching staff.</li> </ul>	<p>7/2010</p> <p>Ongoing Coaching training 08/2010 – 06/2010</p> <p>Year 2 of Coaching training 07/2011 – 06/2012</p> <p>Ongoing 01/2010-06/2012</p>		<p>TIIG \$1,678,448.00</p> <p>Title III \$300,000.00</p> <p>EIA-LEP \$425,000.00</p>	
<p><b>6. Describe parental participation and outreach strategies to help parents</b></p>				

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<b>become active participants in the education of their children, including coordination efforts with other ESEA programs</b>				
<b>A. Provide opportunities for parents to participate in decision-making related to site and district initiatives.</b> <ul style="list-style-type: none"> <li>• Voluntary Integration Plan (VIP) Committee</li> </ul>	VIP Meets 5 times per year beginning 2010-2011	Director of Educational Equity & VIP Committee Members	No Cost	
<ul style="list-style-type: none"> <li>• Two Way Bilingual Immersion Parent Network Meetings (2 minimum, 3 is goal)</li> </ul>	Spring 2010 Fall or Winter 2010 & Spring 2011	Curriculum, Instruction & EL Services Staff	Title III \$1,000.00	
<b>B. Through the Parent Involvement Office, parents of English Learners will receive training on a variety of relevant topics that include leadership, positive discipline, academic support, citizenship classes and accessing community resources.</b> <ul style="list-style-type: none"> <li>• Provide an overview to principals on the role and support offered through the parent education and involvement office.</li> <li>• Disseminate information to all schools on the 29-parent workshops current available through the office.</li> <li>• Use parent climate survey data and workshop information to plan parent involvement opportunities at the school site.</li> <li>• Train principals and parent</li> </ul>	08/2010 – 06/2011	Administrator of Parent Involvement Office	TIIG \$300,000.00	

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liaisons on how to use parent link (automated phone messaging system) to announce meetings or school events to increase attendance at school events				
<b>7. If applicable, identify any changes to the Title III Immigrant Education Program</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>