

Chico Unified School District LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM June 2008 - Amended September 2008

OVERVIEW

Since the revision of our LEA plan in 2003, Chico Unified School District has put into place instructional and program strategies to improve overall student learning and to address specific student needs. In our 2005 LEA Plan Addendum, we analyzed the effectiveness of these strategies and noted that “a lack of clear focus and specific goals”¹ as well as a “lack of specific accountability for monitoring each component”² seemed to be partly diffusing our efforts. To bring coherence to these various programs and strategies and to provide an “umbrella” for program improvement, we have implemented professional learning communities. This collaborative process provides the foundation for building and supporting a coherent, standards-based instructional program for all students with a keen focus on student learning. This process also provides an effective foundation for professional development by unifying our work and focusing it around four central questions:

1. What do we want students to learn?
2. How will we know when they've learned it?
3. What will we do if they don't learn it?
4. How do we further challenge those students who do learn?

These four questions, in turn, give focus to specific actions. We have begun the work of identifying essential standards, developing common formative assessments, developing common district benchmark assessments, and building teacher capacity in day-by-day, minute-by-minute formative assessment techniques and in literacy techniques.

Chico Unified School District's Local Educational Agency Plan Addendum focuses on improving student learning supported by effective communication within our community based on prudent deployment of our budget and other resources. This addendum to our LEA plan will help focus district direction and actions and provide a tool to monitor our progress.

This LEA Plan Addendum documents implementation of Corrective Action F, under California *Education Code (EC) 52055.57(c)*: “Institute and fully implement a new curriculum.” We identify actions we will take to build and support a coherent, standards-based instructional program for all students, based on the most recent State Board of Education (SBE) adoptions in English-language arts (ELA) and mathematics.

We will utilize state instruments to assess our instructional program based upon the Essential Program Components, in conjunction with technical assistance from Butte County Office of Education. The Academic Program Survey (APS), English Learner Subgroup Self-Assessment (ELSSA), and Least Restrictive Environment (LRE) will be completed at school sites by October 2008. The data provided from these assessments will assist us to further refine our action plan.

¹ CUSD LEA Plan Addendum July 2005, p. 1

² *Ibid.*

District-wide Fundamental Learning NEED:

- Improve academic proficiency among all students in English Language Arts and Mathematics, specifically focusing on Students with Disabilities and English Learners.

District-wide Steps to Address Fundamental Learning Need:

- Fully implement Professional Learning Communities.
- Fully implement SBE-adopted curriculum in English Language Arts and Math throughout the district.
- Monitor the degree of implementation of the District LEA plan and the effectiveness of the instructional program based upon student achievement and results.

Fully implement Professional Learning Communities

During 2007-08, implementation of professional learning communities began district-wide. Secondary teachers were provided with collaboration each Wednesday morning for general and special education teachers to collaborate together. Special education teachers met with established professional learning community teams in ELA and/or math departments. Elementary general and special education teachers met by grade level collaborative teams three times in 07-08 and will meet four times in 08-09 and 09-10. Additionally elementary general and special education teachers met by grade level professional learning community teams at school sites outside of the school day on a weekly to monthly basis dependent upon site.

Fully implement Professional Learning Communities					
Steps	Support	Monitor	Timeline	Responsible Entity	Fiscal Support
Review and revise, if necessary, district essential standards currently in place for alignment with the CST blueprints and knowledge and skills necessary for academic success.	Release time for district-level revisions	Grade/Course-Alike Collaborative Groups will share progress on implementation of essential standards.	Fall 2008	District Curriculum Council, Educational Services	Title II SBCP Professional Development (AB 825)
Develop district-wide K-12 learning targets in English Language Arts and Mathematics.	Provide professional development about learning targets.	Site administration collects learning targets from site PLC teams.	08-08	District Curriculum Council, Educational Services, Site Administrators	Title II SBCP Professional Development (AB 825)

Fully implement Professional Learning Communities					
Steps	Support	Monitor	Timeline	Responsible Entity	Fiscal Support
School site PLC teams will continue to develop common formative assessments to monitor student achievement and progress and to modify instruction based on results.	Provide professional development about common formative assessments	Site administration reviews common formative assessments from site PLC teams.	2008-09 focus then Ongoing	Grade/Course alike collaborative teams Site Administrators Site Leadership Teams Educational Services	Title II SBCP
Develop systematic interventions to ensure student academic success and enrichment, including response to intervention (RTI) process.	Provide professional development on Pyramid of Interventions and RTI for each school site.	Identify, by site, the interventions that have been implemented.	2008-09	Site Administrators Site Leadership Teams Educational Services	Title I SBCP General Fund
Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.		Monitor to what extent before and after school programs provide connection to and support for core academic program.	Ongoing	Educational Services	After School Learning Grant 21 st Century CLC Grant
Investigate ways to incorporate collaboration embedded within the school day for secondary and elementary teachers			2008-09	Human Resources, Educational Services, District Curriculum Council	
Teachers expand use of minute-by-minute classroom formative assessment strategies to improve their effectiveness in helping all students learn.	Provide professional development about minute-by-minute classroom formative assessment strategies.	Classroom walk-throughs Grade/Course-Alike Collaborative Groups will provide implementation updates along with analysis of impact on student learning.	2008-09, 2009-10	Educational Services	Title II SBCP

Fully implement Professional Learning Communities

Steps	Support	Monitor	Timeline	Responsible Entity	Fiscal Support
Expand use of effective literacy instructional strategies.	Provide professional development about effective literacy instructional strategies.	Classroom walk-throughs Grade/Course-Alike Collaborative Groups will provide implementation updates along with analysis of impact on student learning.	2009-10	Educational Services	Title II SBCP
Develop specific and measurable goals and objectives for student achievement, participation, growth on the API, and graduation rate district-wide and by site	Provide staff development about developing specific, measurable, attainable, results-oriented, time-bound goals.	Grade/Course-Alike Collaborative Groups will provide documentation of specific and measurable goals. Monitor student progress via district benchmark assessment results.	Fall 2008	District Curriculum Council, District Leadership Team	Title II
Pilot expository writing benchmark assessments.	Provide release time, other resources, and professional development about collaborative scoring of writing.	PLC teacher teams and site administrators will review results.	2008-09	District Curriculum Council, Educational Services	Title II
Develop consistent diagnostic and placement tests district-wide to be utilized in ELA and mathematics to determine the appropriate degree of intervention required to assist the student to succeed.	Release Time	Site Administration, district curriculum council, and Ed. Services reviews implementation and utilization of diagnostic and placement tests	2008-09	Site Administration District Curriculum Council, Educational Services	Title I Title II Title III

Fully implement Professional Learning Communities					
Steps	Support	Monitor	Timeline	Responsible Entity	Fiscal Support
Support Program Improvement Schools to improve student achievement in ELA and Mathematics.	Provide each PI school with a technical assistance coach from Butte County Office of Education.	Monitor progress in student achievement	2008-09	Educational Services, Butte County Office of Education	Title I
Expand use of differentiated instructional strategies K-12.	Provide professional development about differentiated instruction.	Classroom walkthroughs, teacher teams provide progress updates on implementation	Initial workshop will be offered in November 08 with follow up sessions in Spring 09.	Educational Services	Title I Title II Title III

Core Programs in Mathematics and English Language Arts

The core programs that are currently in place throughout Chico Unified School District consist of the following in mathematics; K-6 Harcourt Mathematics (adopted in 2002), Junior High Pre-Algebra College Prep Mathematics (adopted in 2000), 7-8 Houghton Mifflin, CPM for Algebra (adopted in 1997), Geometry (adopted in 2000), and McDougal Littell for Algebra at independent study program (adopted in 2001).

The core programs that are currently in place throughout Chico Unified School District consist of the following in English Language Arts; K-6 Houghton-Mifflin (adopted in 2002), 7-8 McDougal Littell, 9-12 Holt (adopted in 2005). Intervention materials currently in place for students working below grade level include those strategic and intensive intervention materials that are supplied with the state adopted curriculum. Sites have many other supplemental intervention materials. Intensive intervention classes and materials for grades 7-8 and alternative education are based upon the Read-Write program, intervention classes and materials for grades 9-12 are based upon the READ 180 program. The district-wide Severely Handicapped Program utilizes the Special Education Administration County Office (SEACO) program. Additionally materials are adapted for English Learners and Students with Disabilities by utilizing the Universal Access and English Learner materials supplied with the state adopted curriculum. Inconsistent implementation of these programs may hold a partial explanation as to why some students are not meeting achievement targets.

Fully implement SBE-adopted curriculum in English Language Arts and Math throughout the district

Instructional Materials: Mathematics

Steps	Support	Monitor	Timeline	Responsible Entity	Fiscal Support
Pilot mathematics instructional materials	Mathematics Textbook Task Force and District Curriculum Council reviews pilot program feedback.	Meet regularly with piloting teachers Grade/Course-Alike Collaborative Teams provide implementation updates along with analysis of impact on student learning.	07-08 and Fall 08.	Mathematics Textbook Task Force District Curriculum Council Educational Services	Professional Development (AB 825)
Purchase and distribute mathematics instructional materials	District will order and distribute materials		Spring 2009	Educational Services	IMFRP Funds

Instructional Materials: English Language Arts

Steps	Support	Monitor	Timeline	Responsible Entity	Fiscal Support
Pilot English Language Arts instructional materials	English Language Arts Textbook Task Force and District Curriculum Council reviews pilot program feedback	Meet regularly with piloting teachers Grade/Course-Alike Collaborative Groups will provide implementation updates along with analysis of impact on student learning.	08-09 and Fall 09	English Language Arts Textbook Task Force and District Curriculum Council Educational Services	Professional Development (AB 825)
Purchase and distribute English Language Arts instructional materials	District will order and distribute materials		Spring 2010	Educational Services	IMFRP Funds

Professional Development in English Language Arts and Mathematics

Out of approximately 720 teachers, 68 teachers have completed the 40-hour AB 466/SB 472 institute in the most recent Mathematics curriculum, of those, 9 have completed the full AB 466/SB 472 training including the 40 hour institute and the 80 hour practicum. 171 teachers have completed the 40 hour AB 466/SB 472 institute in the most recent English Language Arts curriculum, of those, 38 teachers have completed the full AB 466/SBB 472 training including the 40 hour institute and the 80 hour practicum. 100% of site administrators have completed AB 75/430 training in the most recent curriculum adoption as of July 2008.

Professional Development in English Language Arts and Mathematics					
Steps	Support	Monitor	Timeline	Responsible Entity	Fiscal Support
Identify and communicate calendar of SB 472 Mathematics institutes available in 08-09 and 09-10.			Fall 2008	Educational Services	SB 472
Provide SB 472 training in the newly adopted Mathematics curriculum in accordance with the maximum amount reimbursed by the state		Maintain participant database accessible to site administration	Spring 2009	Educational Services	SB 472 Funds
Notify teachers and administrators who have not yet completed SB 472 Mathematics institute and/or practicum of the need to complete	Send notification to teachers and administrators	Update list and send reminder to teachers that have not completed training bi-monthly. Site administrators will also receive updated list of teachers that have not yet completed SB 472 Mathematics training.	Fall 2008 & ongoing	Educational Services	
Provide additional opportunities for professional development in Mathematics.	50 teachers over three years will participate in the Mathematics Professional Learning Community grant.	Maintain participant database accessible to site administration Participants provide implementation updates to site administration	2007-08, 2008-09, 2009-10	CaMSP grant coordinators Educational Services	CaMSP grant

Professional Development in English Language Arts and Mathematics

Responsible Entity	Fiscal Support	Monitor	Timeline		
Identify and communicate calendar of SB 472 ELA institutes available in 08-09 and 09-10.			Fall 2009	Educational Services	
Provide SB 472 training in the newly adopted ELA curriculum in accordance with the maximum amount reimbursed by the state		Maintain participant database accessible to site administration	Spring 2010	Educational Services	SB 472
Notify teachers and administrators who have not yet completed SB 472 ELA institute and/or practicum of the need to complete	Send notification to teachers and administrators	Update list and send reminder to teachers that have not completed training bi-monthly. Site administrators will also receive updated list of teachers that have not yet completed SB 472 ELA training.	2008-09, 2009-10	Educational Services	
Identify and communicate calendar of SB 472 English Learner Professional Development (ELPD) institutes available in 08-09 and 09-10.			Fall 2008	Educational Services	SB 472
Provide SB 472 ELPD training		Maintain participant database accessible to site administration	Summer 2008, 2008-09, 2009-10	Educational Services	SB 472
Notify teachers and administrators who have not yet completed SB 472 ELPD institute and/or practicum of the need to complete	Send notification to teachers and administrators	Update list and send reminder to teachers that have not completed training bi-monthly. Site administrators will also receive updated list of teachers that have not yet completed SB 472 ELPD training.	2008-09, 2009-10 and ongoing	Educational Services	

Professional Development in English Language Arts and Mathematics					
Steps	Support	Monitor	Timeline	Responsible Entity	Fiscal Support
Invite paraprofessionals and instructional aides that work with EL students to participate in specific training in curriculum, instructional methods, and interventions provided by BCOE in 08-09 and 09-10.		Maintain participant database accessible to site administration	2008-09, 2009-10	Educational Services	Title I Title II Title III EIA
Continue AB 430 administrator training in the new adoptions of Mathematics and English Language Arts.	Disseminate calendar to all administrators	Maintain participant database accessible to site administration	Ongoing	Educational Services Site Administrators	AB 430
Notify administrators who have not yet completed AB430 training in the new adoptions of Mathematics and English Language Arts.	Send notification to administrators.	Update list and send reminder to administrators that have not completed training bi-monthly.	Fall '08	Educational Services	
Provide specific training for administrators on the implementation of English language learner programs, principles of second language acquisition, current research on English learners, and catch-up and acceleration programs, and observational tools for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).	Plan training in conjunction with Butte County Office of Education, our state-approved technical assistance liaison.	Maintain participant database accessible to site administration	Summer 2008	Educational Services	Title II Title III

Focus on High Priority Students

Current Program for English Learners

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the California English Language Development Test (CELDT). The district shall continue to provide additional and appropriate educational services to English language learners for the purposes of overcoming language barriers until the English language learners have demonstrated English language proficiency comparable to that of the district's average native English language speakers and recouped any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers.

English language learners shall be redesignated as fluent English proficient when they are able to comprehend, speak, read and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. The following measures shall be used to determine whether an English language learner shall be reclassified as fluent English proficient: 1) Assessment of English language proficiency utilizing the CELDT as the primary criterion, and objective assessment of the student's English reading and writing skills, 2) Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions, 3) Parent/guardian opinion and consultation during a redesignation interview, 4) Comparison of performance in basic skills, including performance on the English-Language Arts section of the California Standards Test, 5) Objective data on the student's academic performance in English

The basic instructional program provided to English Learners in CUSD has four options:

A Two-Way Spanish Immersion program serves K-6 students at two different sites (and draws students from throughout the district), as well as at one junior high site. This program is fully implemented and very successful. Structured English immersion serves students at CELDT levels 1-3 with a combination of daily ELD instruction and access to core content subjects, supported by Specially Designed Academic Instruction in English (SDAIE) strategies. English language mainstream provides similar support for ELs with a CELDT score of 4 or 5. Supplemental services for targeted ELs include summer school, intervention, electives, and bilingual resource teacher support. Our district-adopted EL curricula—Avenues, High Point, and Edge—are aligned to the Reading/Language Arts framework and to the ELD standards. However, the curriculum is inconsistently implemented. *Step Up to Writing* and *The Write Way* are also used to address ELA standards and writing proficiency. Many secondary teachers were trained to implement the Holt textbook series adopted in spring of 2005 through AB466 training; this included a section on making content accessible to English Learners. Interventions are available including before and after school tutorials, leveled groups during the day at some elementary schools, and after-school tutorials for high school—but again, there is great variety in the number and effectiveness of these interventions depending on school. In general, Program Improvement schools have more intervention support. The immersion program is very successful, and has a strong research base behind it. Standards-aligned instructional materials, materials in languages other than English, and leveled and scaffolded instruction to ensure access to the core curriculum (including Sheltered Core classes at high school) are all provided at some schools for some students, though inconsistently. Different grouping configurations (whole group, small group, pairs, tutorials) at the elementary level reflect students' English proficiency levels. At secondary, students have 1-2 class periods for ELD; students who are level 3 have what amounts to a period of sheltered English for their second hour. CUSD ensures that EL students receive ELD lessons based on their proficiency level through the application of curriculum. Inconsistencies in implementation noted above may be partly responsible for EL students achieving below their growth targets in ELA.

Current Program for Students with Disabilities

The Chico Unified School District provides a broad continuum of special education services to students with disabilities ages 3 to 22 years. Special education services are available at all 21 school sites in the District. Programs and services include the following: Resource Specialist Programs, Special Day Class Programs (Mild/Moderate), Special Day Class Programs (Moderate/Severe), Speech and Language Therapy, Nursing Services, School Psychological Services, Adaptive Physical Education, Physical Therapy, Occupational Therapy, Program Specialist services, clinical counseling/therapy, extended year programs, workability, vocational counseling and transportation services. In recent years, the District has expended considerable resources in implementing Professional Learning Communities. Special education staff members have been actively involved in this process as evident by their participation in collaboration sessions with general education and special education staff, assistance with screening assessments (e.g. curriculum based measurement) and providing academic interventions to students experiencing difficulty with learning new skills. Additionally, District personnel have collaborated with Butte County SELPA staff to implement the Response to Intervention (RTI) model. Instructional and program modifications resulting from the implementation of Professional Learning Communities and Response to Intervention include, but are not limited to, the following: student intervention team/student success teams, leveled instruction, small group interventions, scaffolded instruction, frequent assessments, targeted interventions, pull-out and push-in services, and the use of evidence-based and research-based instructional materials and interventions. There are variations among the schools in the District with respect to the extent of the implementation of the aforementioned modifications. Inconsistencies in implementation, insufficient opportunities for staff development regarding mathematics and English and language arts curricula and use of non evidenced based interventions and strategies may be partly responsible for students with disabilities achieving below their growth targets in English language arts and mathematics.

Current Program for Students needing Intensive and/or Strategic Interventions in Reading/English Language Arts and/or Mathematics

At present, there is no consistent districtwide program of SBE-adopted intervention offered as separate, extended period classes for those students requiring intensive intervention in reading/English Language Arts and/or Mathematics. A variety of programs are in place to address students needing intensive and/or strategic interventions such as SIPPS, Read Naturally, Avenues, High Point, Harcourt Brace supplemental materials, levelized intervention groups, and SRA. There is a need to determine the degree of consistency and implementation of these programs. In addition there is a need to plan for districtwide consistent implementation of SBE-adopted intervention programs offered as separate, extended period classes for students requiring intensive intervention, as well as transitional and support classes for students requiring strategic interventions.

Focus on High Priority Students					
Steps	Support	Monitor	Timeline	Responsible Entity	Fiscal Support
Monitor site practices to ensure district-wide consistency for placing English Learners in ELD classes, as well as practices for exiting students from ELD program		Gather current ELD practices from sites to determine implementation of district policy at all sites	Fall 2008	Educational Services, ELD Task Force	Title II Title III

Focus on High Priority Students					
Steps	Support	Monitor	Timeline	Responsible Entity	Fiscal Support
Identify and provide training in instructional delivery strategies that render content comprehensible to English Learners and Students with Disabilities.		Classroom walkthroughs Teachers provide implementation updates	2008-10	Educational Services, District Curriculum Council, ELD Task Force, Butte County Office of Education	Title II Title III
Develop specific academic achievement and English Language Proficiency goals and strategies for English Learners consistent with Annual Measurable Achievement Objectives.		ELD Task Force will provide documentation of specific and measurable goals.	2008-09	ELD Task Force	Title II Title III
Ensure consistent and appropriate IEP development for students to achieve academic proficiency.	Provide IEP development training to teachers and administrators		2008-10	Educational Services, Butte County Office of Education	Title II Title III
Provide training for special education staff regarding the selection and use of evidence-based supplemental materials, interventions and strategies		Maintain participant database accessible to site administration	2008-10	Educational Services, Butte County Office of Education	Title II Title III
Identify SBE-adopted and non-SBE-adopted intervention programs currently being offered as separate, extended period classes for students needing intensive intervention services in English Language Arts and/or Mathematics			2008-09	District Curriculum Council, ELD Task Force, Site Administrators	Title II

Focus on High Priority Students					
Steps	Support	Monitor	Timeline	Responsible Entity	Fiscal Support
Identify SBE-adopted program to be used consistently across the district for separate, extended period classes for students needing intensive intervention services			2008-09	District Curriculum Council, ELD Task Force, Site Administrators, ELA and Math Adoption Task Forces	Title II
Purchase and distribute SBE-adopted intensive intervention program materials as needed			Math: 2008-09 ELA: 2009-10	ELA and Math Adoption Task Forces, Educational Services	IMFRP Funds
Monitor site practices to ensure district-wide consistency for placing students needing intensive intervention in separate, extended period classes, as well as practices for exiting students from intensive intervention program		Continually evaluate effectiveness of SBE-adopted intensive intervention program	Ongoing	Site teacher PLC teams	Title II
Identify intervention programs currently being offered for students needing strategic intervention services in English Language Arts and/or Mathematics			2008-09	District Curriculum Council, ELD Task Force, Site Administrators	Title II
Monitor site practices to ensure district-wide consistency for placing students needing strategic intervention services, as well as practices for exiting students from strategic intervention program		Continually evaluate effectiveness strategic intervention program	Ongoing	Site teacher PLC teams	Title II

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency:
Chico Unified School District

County District Code: 04-61424

Date of Local Governing Board Approval: Scheduled for July 16, 2008

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Signatures:

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

	Kelly Staley	06-24-2008
Signature of Superintendent	Printed Name of Superintendent	Date

	Jann Reed	
Signature of Board President	Printed Name of Board President	Date

I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California *Education Code* Section 52055.57 (c).

Butte County Office of Education

Name of External Organization

	Tim McClure	06-11-2008
Signature of External Organization Representative	Printed Name of External Organization Representative	Date

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- ***Submitted by e-mail to LEAP@cde.ca.gov 6/29/2008***
- ***Hardcopy with signatures of Supt. and Butte County Office of Education sent via overnight courier to CDE 6/29/2008 to:***

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