

Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

Directions: Using the template, provide information requested for each cell in the outline. The cells expand to allow space needed for narrative responses under each item. All Title III LEAs must submit a copy of this Needs Assessment to the Title III COE Lead as part of the review process. The final version must be uploaded into CAIS as an attachment under the Needs Assessment item in the Requested Documents tab.

1 Briefly summarize LEA’s characteristics, EL linguistic and academic performance challenges, and identify and describe those key factors of the instructional program that prevented the LEA from meeting Title III AMAs.

- a. Describe the LEA’s makeup including location, grade levels, and demographics.
 CUSD is located in the San Joaquin Valley halfway between Los Angeles and San Francisco. The District covers approximately 198-square miles in the geographical and economic heart of the agriculture-rich region of California. Clovis Unified School District is a K-12 public school system that serves the cities of Clovis and Fresno, some unincorporated areas of Fresno County including the rural community of Friant, and has a student population over 40,000. Clovis Unified is comprised of thirty-two elementary schools, five intermediate schools, five high schools, one adult school and six alternative education campuses. The district serves a very diverse student population. The tables below illustrate the diversity of the community we serve.

Enrollment and Demographics

Student Enrollment	
Alternative Education	798
Elementary	21,687
High School	11,930
Intermediate	6,367
Total Student Enrollment	40,783

Demographics	
African American	3.0%
Asian	12.6%
Hispanic or Latin	33.5%
Multiple or No Response	3.3%
Other Ethnicities	2%
White (not Hispanic)	44.3%

- b. Describe findings from analyses of the, CELDT CAPA, CAHSEE, state tools (e.g., ELSSA, APS), graduation rate (if appropriate), and other assessments used by the LEA (e.g. benchmark assessments, curriculum embedded assessments, ELSSA Supplement, LCAP Metrics) to measure EL student English proficiency, academic achievement, and findings derived from other data analyses as these relate to the three AMAs (Goals 2A, 2B, and 2C).

Analysis of Implementation of Prior LEA Plan:

The CUSD Strategic Plan outlines the District’s four AIMS: 1) Meet Every Student’s Academic Needs, 2) Raise Academic Expectations for All Students, 3) Operate with increasing efficiency and effectiveness, and 4) Maintain a quality workforce. Each AIM contains specific goals and benchmarks clarifying expected outcomes.

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In the fall of each school year; every school site presents a Principal Grade Level Expectation (PGL), which is a comprehensive data analysis to all staff members, various parent groups, district administrations and governing board. Each Program Improvement site completed the Academic Performance Survey (APS) and the English Learner Subgroup Self-Assessment (ELSSA). At the district level the District Academic Survey (DAS) was reviewed and revised by administrators and Teachers on Special Assignment from the department of Curriculum and Instruction and Special Projects. The results and information collected from the APS, DAS and the ELSSA were used to assist in creating the LEAP Addendum as well as the Title III Improvement Plan. This information and data are used to create each site's SPSA reflecting the areas of improvement and growth. Additional revisions were made in the Clovis USD LEA Plan to reflect the current needs.

CUSD continues to meet and exceed the AMAO Target 1 and 2. Recent data continues to indicate a positive trend of about 10% increase in the last 4 years. CUSD failed to meet AMAO Target 3 in the percent meeting proficient or above in our English learner subgroup (ELA and mathematics). When reviewing reclassification rate; CUSD reclassified 446 students or 19% of our English learners during the 2013-2014 school year. The reclassification showed an increase of (.5%) from 2012-13.

	2013	2014	Increase	Met 2014 target
AMAO 1 Target	57.5	59.0		
AMAO 1 CUSD	65.4	67.9	+2.5	Yes
AMAO 2 Target < 5 years	21.4	22.8		
AMAO 2 CUSD < 5 years	30.7	32.9	+2.2	Yes
AMAO 2 Target >5 years	47.0	49.0		
AMAO 2 CUSD >5 years	56.4	63.7	+7.3	Yes

The chart below presents historical review of the last two years of CST scores in ELA and Mathematics for “All CUSD Students” compared to “CUSD ELs”.

	2012	2013	2 Year Growth
ELA All CUSD Student	75.0	74.1	-.9
ELA EL Students	36.0	35.0	-1
Math All CUSD Students	68.0	69.0	-1
Math EL Students	51.0	53.0	+2

Based on previous CST data, only 35% of our EL subgroup scored proficient or above in ELA. There was a decrease of 1.0% points for our ELs and a .9% decrease for all students. In Mathematics, 53% of our EL students scored proficient or above compared to 69% of English only students. This was an increase of 2% points for our ELs and a decrease of 1% point for all students in CUSD. CUSD also failed to meet the target in four other sub-groups which include Black or African American (ELA & mathematics), Hispanic (ELA & mathematics), Socio-economic disadvantaged (ELA & mathematics) and students with disabilities (ELA and mathematics).

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Five significant subgroups failed to meet the AYP Target, English learners being one of them as seen on the chart below. **English Learners Sub-group** did not make AYP in English language arts with 35% reaching proficiency. In addition, English Learners failed to meet AYP in Math with 53% reaching proficiency. **Goals (2013-14): 100% in ELA and 100% in Math**

ELA	Participation	Proficiency	Participation	Proficiency
AYP 2012	Yes	No	Yes	No
AYP 2013	Yes	No	Yes	No

The chart below presents the district's API and AYP trend for the last two years of CST. The data suggests that students including most of the significant subgroups are unable to attain the AYP targets in both ELA and Math. Overall, the results showed a slight decline in proficiency level among all groups except for Pacific Islander. By reviewing the recent data, we inferred that the implementation of effective instructional strategies has not been sustained. The system of support for ELD programs, professional developments and accountability model have to be re-evaluated.

	2012	2013	Growth	Met ELA Target	Met Math Target
Growth API	880	878	-2		
Graduation Rate	92.6		N/A		
Districtwide CST ELA	77.3	75.4	-1.9	No	No
African American	67.0	63.7	-3.3	No	No
American Indian	67.9	65.6	-2.3	No	Yes
Asian	77.1	76.7	-.4	No	Yes
Filipino	89.2	88.1	-1.1	No	Yes
Hispanic	68.7	66.5	-2.2	No	No
Pacific Islander	73.1	75.8	+2.7	No	No
White	82.9	81.4	-1.5	No	No
SED	65.3	63.0	-2.3	No	No
English Learners	61	56.8	-4.2	No	No
SPED	53.4	50.1	-3.3	No	No

c. Describe strengths and weaknesses in the design and implementation of the EL related to goals (2A-2G and 5A) in the current LEA Plan, the prior Year 2 Title III IP, and any other appropriate documents, (e.g. the LEA's Master Plan). The program dimensions listed below are areas to consider in reviewing current plans. (See questions in "Title III Guidance Document" pages 8–9.)

- Instructional Program Design

STRENGTHS:

English Learners continue to receive appropriate support in their Structured English Immersion and English Language Mainstream programs where daily ELD instructions are provided by certificated teachers with appropriate EL authorization. The department of Special Projects continues to support schools by providing guidance for appropriate program placement for English Learners. Students are placed in ELD classes by level of proficiency based on diagnostic ELD assessments, CELDT data and district benchmark assessments. English Learners at the secondary level also follow pathways to ensure access to the content. Primary language support is provided by Bilingual Instructional Aides (BIAs) in schools with EL population. The development of instructional programs at the elementary level reflects a variety of structures specific to the needs of the students and community. Common practices across the district include deployment of ELD instruction, school-wide/grade level specific accelerated language block and ELD labs. Through the district's accountability model, schools are required to monitor students' progress toward English language proficiency using ELD and benchmarks assessments from the adopted curricula. Schools continue to use additional resources and supplemental ELD curriculum including *Avenues*, *Treasures*, *High Point* and *Edge* to ensure that EL students develop proficiency in English while learning the content. CUSD has recently adopted the Rigorous Curriculum Design (RCD) model and developed unit of studies aligned to the Common Core Standards and the 2012 California ELD Standards. Through the RCD process, teachers were able to unpack and prioritize the CCSS, organize unit of studies, create engaging learning experiences, and differentiate instructions using specific strategies to support EL students at all levels of language proficiency. The units were carefully designed to align standards, curriculum and assessments. The implementation of the unit of studies in both ELA and Math allowed teachers to provide a rigorous curriculum to all students.

WEAKNESSES:

CUSD has implemented instructional programs to meet the needs of its English Learners. As a growing district, CUSD needs to ensure program consistency across all schools. Program placement for English Learners tends to vary from site to site which resulted in inadequate support and monitoring for English Learners. The district must be transparent about communicating expectations for program design and implementation. Accountability and program implementation need to be re-evaluated to create a systematic and articulated district wide ELD program. ELD instruction across the district continues to be inconsistent in terms of the time, materials and assessments. Designated and integrated ELD instructions also vary greatly from school to school and within grade levels. Instructional consistency is crucial and must be a priority to positively impact students' learning. The adopted ELD curricula and assessments are not commonly used by teachers to close the language gap of English Learners. The current supplemental ELD materials do not align with the Common Core Standards and the new ELD standards. Therefore, considerations for additional resources will be critical as they become available. In addition, as the ELA and Math unit of studies are being implemented throughout the district, cycles of revisions and updates are necessary to ensure that instruction and assessments meet the rigor of the Common Core and reflect the integration of both sets of standards as described in the new adopted ELA/ELD

Framework. The Curriculum and Instruction Department must continue its efforts to work closely with teachers and provide additional professional development focused on integrated and designated ELD instruction, online resources, materials and research-based strategies to enrich the units.

- Implementation of Instructional Services and Methods (Goal 2A, 2B, 2C ELA, and 2C MATHEMATICS)

STRENGTHS:

CUSD continues to support schools to sustain the full implementation of the Response to Intervention (RTI) model. Schools across the district have established multi-layered intervention programs during the regular school year to support all students. A specific intervention designed to accelerate English language development was offered to English Learners during summer school. This particular program targeting EL students will continue to be part of the district's comprehensive summer school program. Directed instruction and mastery learning continues to be a focus across the district. CUSD continues to contract with educational consultants to work closely with some of our Title I schools to improve instructional programs. On-going trainings and coaching on effective practices for English Learners continue to be the focus at our Title I schools. The Professional Learning Community (PLC) initiative has been implemented and maintained throughout the district. CUSD teachers continue to work collaboratively to analyze data and make informed decisions about instruction. Through PLC and data team, grade levels use a structured process to plan differentiated instruction to meet the needs of all students. To ensure successful implementation of the CCSS, the Curriculum and Instruction Department hired additional Teachers on Special Assignment (TSA) for ELA and Math to provide further support to schools and teachers. Allocation of resources have been prioritize to enhance the district's English Language Arts and English Language Development programs. CUSD continues to communicate clear expectations about monitoring progress for ELD, ELA and math using common formative and summative assessments. CUSD has hired a team of transitional coordinators to support and address the social and emotional needs of At-Risk students across the district.

WEAKNESSES:

Although initiatives have been established to improve instructional practices in the classrooms, English Learners and other subgroups continue to fail to meet the AMAO 3 target in ELA and Math. As more Title I schools entered PI status, allocating resources and providing support to those schools will be critical. Program coherence continues to be a challenge for CUSD. The lack of a systematic approach in the district promoted the development of long term English Learners. The district needs to consider research-based models that build instructional consistency and teacher effectiveness. The new ELA/ELD Framework clearly articulates a comprehensive ELD program to integrate both ELA and ELD standards where integrated and designated ELD instruction are provided to English Learners by all teachers. Therefore, a strategic plan to provide trainings about integrated and designated ELD instruction for all teachers is a critical priority. Methods and instructional services for English Learners needs to be re-evaluated to reflect the effective components of a comprehensive approach as described in the new ELA/ELD Framework. Additionally, trainings about developing effective clear content and language objectives must be made available to all teachers.

- Professional Development (Goal 2D)

STRENGTHS:

The implementation of the PLC initiative provided teachers and site leaders the trainings and tools to establish collaboration across grade levels and schools. The recent Data Team trainings enhanced our collaborative culture and provided specific structures for teachers to be highly effective during their PLC meetings. By using data to drive instructions, teachers were able to target and focus instruction to meet the specific needs of all students. The department of Special Projects continues to provide instructional strategy trainings to all the paraprofessionals who work directly with our EL students. Site-based professional development continues to be an emphasis in CUSD. Using the annual need assessment survey, site leaders continue to develop relevant and meaningful trainings for teachers during professional development days. The Teachers on Special Assignment (TSA) from Curriculum and Instruction continue to support Title I schools in areas of needs. New teachers in primary grades continue to receive on-going Early Literacy trainings to improve literacy instruction. All new teachers continue to get professional development through the Beginning Teacher Support Assessment (BTSA) program. Additionally, Balanced Math trainings were offered to teachers across the district to establish instructional consistency in mathematics. Furthermore, support and trainings were provided to teachers regarding the new adopted math textbooks. Professional development in math have included online resources, effective strategies to support conceptual understanding and alignment of assessments to the Smarter-Balanced Item Specifications. Secondary ELD teachers also received trainings regarding the new ELD standards and the ELA/ELD framework. Title I schools continue to work with outside consultants to provide trainings and in class coaching to teachers to improve instructional practices for English Learners. To lead the implementation of the Common Core Standards and the new ELD standards, leadership trainings were scheduled for district and site administrators throughout the year.

WEAKNESSES:

CUSD has to re-evaluate and prioritize professional development to provide adequate support for teachers and schools throughout the district. The new adopted ELA/ELD framework calls for the need to provide trainings specific to integrated and designated ELD instruction for all teachers. Additional trainings about the new ELD standards have to be expanded to all teachers in the district. CUSD needs to continue to build capacity by providing professional development focused on instructional strategies to accelerate language learning. On-going trainings and coaching at Title I schools need to be sustained to ensure instructional consistency across grade levels. Successful implementation of the CCSS and new ELD standards will require the district to reconsider traditional professional development to include online learning modules. Venues to access a variety of professional development for administrators, teachers and paraprofessionals should be considered. Technology training is another area of need in the district. Teachers must be made aware of the district's technology standards to adequately prepare students for success. The district needs to develop plans for further professional development to support teachers as they implement the ELA and math unit of studies. Additional trainings regarding appropriate resources and assessments are critical for successful implementation for both ELA and Math units. To maintain an effective collaborative culture across the district, Data Team trainings must include new teachers and administrators. Additional support and trainings for secondary teachers of English Learners are also necessary to build coherence, effective common practice of ELD strategies, and consistent use of ELD materials and assessments.

- Parent and Community Participation (Goal 2E)

STRENGTHS:

CUSD continues to encourage parent and community participation in schools. The district uses a variety of methods to encourage and increase parent involvement. Schools continue to creatively find ways to engage parents and the community through site-based events and meetings. At the district and school level, parents are actively involved in learning about strategies used in the classroom as well as school programs and services. The district's transitional coordinator team supports and works directly with parents to foster a positive partnership and promote academic achievement for all students. CUSD also utilizes technology to effectively engage and communicate with parents and the community at large. Schools are using Peachjar.com to send flyers, newsletters and event notices electronically to parents through their emails. School websites have links where parents can find information sent to them through Peachjar.com. The district, its departments, the schools and teachers' websites have been active and updated to give parents current information. Parents have access to their child's profile and grades through a secured account in ParentConnect. The use of the automated telephone system, Global Connect allows schools and district to call all the parents when necessary. In addition, the district continues to provide translation of documents and information in Hmong and Spanish to parents of English Learners.

WEAKNESSES:

Although schools throughout the district are making efforts to engage all parents, they struggle to get equal participation from the diverse community. School related events and activities have to become much more interactive, relevant and reflect the needs of the community. To promote greater participation from parents, schools need to continue their effort to establish a welcoming culture that embraces the diversity of their community. At the site level, consideration to hire a diverse staff is more likely to increase parent participation. Not all parents have full access to technology, therefore engaging all parents remains a challenge in the district. Information on most schools and teacher websites are in English and do not provide equal access for parents of English Learners. The translation and interpretation services commonly used in the district are limited to Hmong and Spanish speaking parents. The district is highly diverse and the translation services must expand to include other languages. Increasing parent involvement at the district level can be achieved by considering district wide events or educational conferences to foster a positive partnership.

- Parental Notification (Goal 2F)

STRENGTHS:

The district makes every effort to include parents as an integral part of their children's educational process. Both at the school and district level, parents are receiving information regarding a variety of topics not limited to notification of EL program placement options, English language proficiency level and progress, CELDT assessments, re-designation process, graduation requirements and title III Accountability reports. The department of Special Projects provides guidance for schools to ensure that pertinent information are sent to parents within the state mandated timeline. The Annual Parent Notification letter of program placement and CELDT results for English Learners are mailed to parents 30 days after school begins or within two weeks of placement during the school year. The parent notification letter is available in both Hmong and Spanish. Automated calls, emails, written

notices and personal phone calls are commonly used by schools and the district to invite parents to attend a variety of events or meetings.

WEAKNESSES:

As the district grows and becomes more diverse, providing oral and written translation services to reach all parents remains a challenge. It is necessary for the district to provide a wide range of translation services to reflect the needs of our diverse community. The parent notification letter should be available in other languages and not be limited to Hmong and Spanish only. The district needs to consider using technology tools that can provide information in multiple languages to reach all parents.

- Services for Immigrant Students if the LEA receives Title III Immigrant Funds (Goal 2G)

STRENGTHS:

Improving academic achievement for all students has been a priority in CUSD. Teachers continue to engage in collaborative PLC meetings where they focus on data analysis and make appropriate instructional decisions to meet the needs of all learners including immigrant students. Using the Response to Intervention (RTI) model, teachers carefully monitor students' progress and provide multiple layers of intervention to immigrant students. At-risk students including immigrant students are identified, monitored and provided the following intervention programs across the district: differentiated instruction with small group or one on one in the classroom, targeted instruction by grade level deployment based on proficiency level, after school intervention program, and opportunities to participate in summer school sessions.

WEAKNESSES:

Close monitoring of the RTI model is needed to ensure that Immigrant students receive appropriate support and interventions across the district. Identified immigrant students make up a small portion of the district's total enrollment. Priority in intervention programs must include Immigrant students. Since the number of immigrant students at each site varies greatly, schools must have a system in place to quickly identify them to ensure that appropriate support services and additional instructional opportunities are provided to them in a timely manner.

- Increase Graduation Rates (Goal 5A)

STRENGTHS:

CUSD continues to ensure that every student successfully passes the CAHSEE, completes the High School requirements for graduation to pursue their college education. System of intervention such as CAHSEE boot camps, Academic seminars and credit recovery summer sessions are available to all students. The district continues to communicate goals and set clear expectations for the classroom teachers and students. Teachers continue to challenge all students by providing a rigorous curriculum that reflects the expectations for college and career readiness. The establishment of a collaborative culture has been sustained to ensure a continuous overall graduation rate at or above 90%. Teachers at the secondary level maintain their collaborative efforts during PLC meetings and use data to drive their instructions for all students.

WEAKNESSES:

Although the district has a high graduation rate, recent data revealed that not all students who passed their CAHSEE are proficient in ELA and Math. A focus on strategic intervention must be a priority to ensure that all students graduating with sufficient skills to be successful in college and career. The number of long term English Learners is also increasing in the district. Additionally, close monitoring of LTELs is critical to guarantee graduation for all students. It is important for schools to review, update and maintain their system of interventions to appropriately respond to the needs of students who are at risk. Long term English Learners must have priority to participate in intervention or summer programs. At the secondary level, teacher collaboration can be enhanced when content teachers, ELD teachers, counselors and school administrators come together to develop appropriate intervention opportunities for all students.

2. Describe factors contributing to the failure to meet AMAO(s). Identify and describe factors that prevented the LEA from achieving the AMAO(s) and explain how the identified factors above were verified using the evidence gathered.

AMAOs	FACTORS (e.g., inconsistent implementation, inadequate PD, inadequate resources)	EVIDENCE (e.g., data analyses, classroom walk through, program evaluation, surveys)
AMAO 1	CUSD has exceeded this target by achieving 65.4%.	
AMAO 2 Cohort 1: < 5 yrs Cohort 1: < 5 yrs	CUSD has exceeded the AMAO 2 target by achieving 30.7 %.	
AMAO 2 Cohort 2: ≥ 5 yrs Cohort 1: < 5 yrs Cohort 2: ≥ 5 yrs	CUSD has exceeded the AMAO 2 target by achieving 56.4%.	
AMAO 3 ELA ELA	CUSD has failed to meet the AMAO 3 target for ELA. Contributing factors include: lack of coherence in ELD program and placement, professional development trainings focused on ELD strategies and lesson design models are minimal, ineffective PLCs, ineffective collaboration and monitoring of EL progress, inconsistent delivery of ELD instructions, materials and assessments across the district.	Data analyses (ELSSA, AMAO Report, CAHSEE results, graduation rate), classroom observations and walk through, Academic Performance Survey (APS) & District Academic Survey (DAS).
AMAO 3 Mathematics Mathematics	CUSD has failed to meet the AMAO 3 for mathematics. Contributing factors include: lack of coherence in EL program and placement, effective lesson design model and instructional trainings focused on scaffolding strategies for mathematical concepts and skills are limited, implementation of PLC model is inconsistent.	Data analyses (ELSSA, AMAO Report, CAHSEE results, graduation rate), classroom observations and walk through, Academic Performance Survey (APS) & District Academic Survey (DAS).

3. Write a brief description/bulleted outline of each goal below that was identified as an area of focus from the Needs Assessment; the details for these will be part of your plan. Goal statements should be Specific, Measurable, Attainable, Realistic and Timely (i.e., SMART Goals), since they must be made actionable through strategies, actions and tasks in the Title III Improvement Plan.

Goal 2A: (AMAO 1 Annual Progress Learning English)

CUSD continues to meet or exceed AMAO 1 target. The district will continue to:

- Monitor the implementation of the directed-instruction model and build teachers' capacity to effectively provide instruction aligned to the Common Core State Standards and new ELD standards.

Goal 2B: (AMAO 2 English Proficiency)

CUSD continues to meet or exceed AMAO 2 target. The district will continue to provide support for site administrators to:

- Effectively monitor instructional practices during classroom walkthroughs.
- Develop appropriated system of support for teachers as they transition to the CCSS.

Goal 2C: (AMAO 3-AYP for ELs in English Language Arts)

CUSD failed to meet AMAO 3 target in ELA in the past four years. In order to move toward state-defined expectations for proficiency in Reading/Language Arts, the district will set a goal of 10% increase in achievement for English Learners as measured by the local assessments or benchmarks. The following are focus areas for ELA:

- Prioritize resources to strengthen the district's ELD program
- Develop strategic intervention for English Learners
- Close monitoring of English Learners
- Full implementation of unit of studies aligned to CCSS and CA ELD Standards, curriculum and assessments
- Building teachers' capacity to provide effective ELD instruction
- Lesson design to include structured engagement and academic conversations

Goal 2C: (AMAO 3-AYP for ELs in Mathematics)

CUSD failed to meet the minimum required AMAO 3 target in mathematics. In order to move toward state-defined expectations for proficiency in mathematics, the district will set a goal of 8% increase in achievement for English Learners as measured by the local assessments or benchmarks. The focus trainings for mathematics are:

- Full implementation of unit of studies aligned to CCSS, curriculum and assessments
- Develop appropriate language objectives for ELLs
- Lesson design to include structured engagement
- Additional support and resources to increase teachers' effectiveness
- Develop assessments aligned to the Smarter-Balanced expectations

Goal 2D: (High Quality Professional Development)

CUSD will continue to seek high quality professional development to improve instructional practices in the classroom. The district plan to have 100% of all administrators and teachers participate in district wide and site-based professional development trainings focused on the following:

- Common Core Standards implementation in ELA/Literacy and mathematics
- Specific trainings regarding integrated and designated ELD
- Instructional strategies aligned to the rigor of the Common Core standards including the new ELD standards
- New ELA/ELD framework and expectations
- Continue ELD Standards trainings
- Continue strategies to accelerate the English Language development of long term English Learners at the secondary level
- Continue Data Team training and monitoring of English Learners' progress

Goal 2E: (Parent and Community Participation)

CUSD values parent and community involvement and will continue to look for innovative ways to engage parents and the community at large. The district plans to increase outreach activities so that 100% of the parents can actively engage and participate in their child's education. The following are areas of focus to increase parent participation:

- Site-based activities sponsored by grade levels or schools
- Maximizing technology resource to allow parents to stay connected to school and district
- Expand translation and interpretation services

Goal 2F: (Parental Notification)

CUSD will continue to provide parents pertinent information including services, program placement options, test results, AMAO reports and graduation requirements. The district will continue to focus on the following to communicate important information to parents in a timely manner:

- Written notifications
- Email notifications
- Automated phone calls
- Personal phone calls
- Update websites with current information

Goal 2G: (Services for Immigrant Students: must be addressed if the LEA receives Title III Immigrant Education Funds)

CUSD believes in providing multiple opportunities for students' learning. The district will continue to support schools in their efforts to enhance instructions for all students including immigrant students. The district will ensure that 100% of immigrant students receive additional opportunities for instructional support. Schools across the district will continue to enhance services for immigrant students in the following:

- In-class intervention
- Grade level deployment
- After school programs
- Summer school programs

Goal 5A: (Increase Graduation Rates)

CUSD has been successful at sustaining a graduation rate at or above 90%. Based on current data, the district goal is to increase our current overall rate of 92% to 95%. For English Learners, the goal is to increase from 81% to 85%. To continuously improve, the district will continue to:

- Focus on effective PLC collaboration to better monitor students' growth
- Focus on strategic intervention and support programs
- Prioritize resources to strengthen the ELD program at the secondary level

4. Title III Year 4 Requirements (Section 3122[b][4][A]): Summarize how the LEA will specifically address changes in curriculum, program, and method of instruction to address the factors that prevented the AMAO targets being met.

The district strategic plan is continually revised reflecting district needs and targets based on current data. CUSD is in full implementation with the Common Core Standards and continues to hire certificated personnel to expand the Curriculum and Instruction Department. The district added 3 Teachers on Special Assignments for ELA and one secondary Principal on Special Assignment for Math to increase instructional support to schools across the district.

Curriculum Focus:

CUSD continues to use the adopted ELA *Treasures* curriculum and the supplemental *Treasures* ELD components in grades 1-5. The adopted curriculum provides differentiations and assessments for all students. In mathematics, the district has adopted the Common Core aligned McGraw Hill *My Math* textbooks in grades K-8 and *Pearson Integrated High School Mathematics* in grades 9-12. In addition, the district has rolled out the ELA and math unit of studies to all grade levels (K-12). The ELA and Math units are well designed with a focus on priority standards, engaging learning experiences, differentiations for all students including English Learners, embedded performance tasks, formative and summative assessments aligned to the Smarter-Balanced Item Specifications and expectations. The Rigorous Curriculum Design model used to develop the ELA and Math units is easily adaptable for all content areas. This model provides a framework for content teachers to develop unit of studies and will allow them to:

- Identify priority standards
- Unwrap the Common Core Standards
- Develop curriculum pacing guides to ensure that CCSS and the new ELD standards are addressed and taught to mastery
- Develop unit of studies based on priority and supporting standards
- Develop engaging learning experiences to meet the rigor of the standards
- Appropriately choose research-based strategies to differentiate for English Learners and Special Population students
- Design lessons focused on clear content and language objectives
- Develop aligned assessments to measure students' growth.
- Develop aligned common assessments

ELD Program Focus:

CUSD is reviewing current data, conducting research and visiting effective secondary ELD programs around the state. The district will be adding more resources and certificated teachers at the secondary level to provide additional instructional support for ELD. The district plans to strengthen its ELD program and instruction by addressing:

- Effective ELD strategy trainings
- Effective model of instruction for English Learners
- Improve progress monitoring
- Trainings regarding integrated and designated ELD instruction
- Key language acceleration principles

- Teacher trainings focused on structured grammar skill lessons
- Developing effective content and language objectives
- Intensive ELD Summer Academy
- Continue PLC collaboration with all ELD teachers led by the ELD Teacher on Special Assignment
- Additional support to Title I schools by expanding educational consultations and trainings to recent PI schools

Effective Collaborative Culture:

The district has implemented a few initiatives to increase student achievement. PLC and Data Team have been successfully sustained across the district. CUSD will continue to provide support and guidance to schools administrators to ensure that teachers are continuously using Data Team cycle to make informed instructional decisions to meet the needs of all students. To sustain an effective collaborative culture, the district will continue to address:

- On-going Data Team trainings for new teachers and administrators
- Site administrators will continue to closely monitor PLC meetings to ensure the use of data team cycle
- Site administrators will continue to support teachers and provide site-based trainings to fully implement Data Team system tools
- Site administrators will continue to provide multiple opportunities for content and ELD teachers to collaborate