

District Name: Liberty Union High School District 07-61721

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes. Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov.

The Plan Addendum, which must be submitted to the California Department of Education (CDE) no later than January 9, 2009, is required to:

- 1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.**

| Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5) | Persons Involved/Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---------------------------|----------------------|----------------|----------------|
| <p>The Liberty UHSD Adequate Yearly Progress (AYP) is based on the 10th grade administration of the California High School Exit Exam (CAHSEE). The district did not make its AYP in 2007 because one sub-group, Students With Disabilities, missed the targeted proficient rate in English/Language Arts (ELA). In 2008, this same sub-group had a higher percentage rate of students scoring proficient, but did not make its targeted proficiency rate. This is why our district was placed in Program Improvement Year 1.</p> <p>Our LEA plan is fundamentally sound but the academic achievement of our Special Education (SPED) and English Learner (EL) students will need to be strengthened with this addendum.</p> <p>Additionally, in 2008, our English Learner sub-group improved its proficiency rates in both ELA and math but did not meet the targeted proficiency rate for AYP.</p> <p>The LEA addendum will address the implementation of intervention programs, materials, and courses that will help enable these sub-groups to obtain proficiency on the CAHSEE.</p> | | | | |

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|---|------------------|--|-----------|---------------------------------|
| <ul style="list-style-type: none"> Teachers and administrators will continue to participate in SB 472 (AB466) and AB 430 (SB75) | C&I; Site Admin. | Professional Development | \$25,000 | SB 472/AB 430 funding |
| <ul style="list-style-type: none"> Develop Professional Learning Communities | Site Admin. | Training | \$5,000 | Title II |
| <ul style="list-style-type: none"> Continue to develop, monitor and support pacing guides and administration of quarterly assessments | C&I | None | None | |
| <ul style="list-style-type: none"> Continue implementation of standards-aligned instructional materials | C&I | ELA textbook & materials | \$750,000 | Gen. Fund/ IMF/Lottery |
| <ul style="list-style-type: none"> Use Data Director for data analysis | C&I; Site | Training | \$25,000 | Title II |
| <ul style="list-style-type: none"> Implement, monitor and support the "EDGE" curriculum for the EL program | C&I; Site | Purchase of materials | \$30,000 | Title III/EIA |
| <ul style="list-style-type: none"> Implement, monitor and support the Prentice Hall Algebra Skills & Intervention kit with all Special Education support classes | C&I; SPED | Materials | \$5,000 | Gen. Fund |
| <ul style="list-style-type: none"> Implement, monitor and support the Prentice Hall Algebra Skills & Intervention kit with EL classes | C&I | Materials | \$5,000 | EIA |
| <ul style="list-style-type: none"> Continue to provide SDAIE training for staff | C&I; Site | Professional Development | \$5,000 | EIA |
| <ul style="list-style-type: none"> Structure Professional Development Days for analysis of data and instructional strategies | Site | None | None | |
| <ul style="list-style-type: none"> Continue to implement, monitor and support new CAHSEE Test Prep curriculum (Measuring Up) and add additional test prep classes | C&I | Training and materials 2 sect./site | \$150,000 | Gen. Fund & CAHSEE Intervention |
| <ul style="list-style-type: none"> Continue to implement, monitor and support READ180 reading support classes for EL, Special Ed. and regular education students. | C&I; Site | Training and materials | \$50,000 | Gen. Fund |
| <ul style="list-style-type: none"> Continue to pre-assess reading levels of incoming 8th grade students using the READ180 placement assessment. | C&I | Materials | \$1,500 | Gen. Fund |
| <ul style="list-style-type: none"> Continue the summer Algebra Institute for math teachers. | C& I | Training | \$20,000 | Title II |

| | | | | | |
|--|--|--|--|---|--|
| <ul style="list-style-type: none"> ▪ Identify and create district math coaches ▪ Begin “Summer Math Camp” for incoming 9th grade students ▪ Continue after school “H.E.L.P.” program that provides one-on-one tutoring for students four days per week ▪ Continue to offer CAHSEE Support class during the summer for students identified as “at-risk” of not passing the CAHSEE test ▪ Continue before school “math lab” two days per week | <p style="text-align: center;">C&I; Site</p> <p style="text-align: center;">C&I</p> <p>Director, Alternative Education</p> <p>Director, Alternative Education</p> <p>Director, Alternative Education</p> | <p style="text-align: center;">2 TSA positions</p> <p>Teachers and materials</p> <p>Teachers & Materials</p> <p>Teachers & materials</p> <p>Teachers & Materials</p> | <p style="text-align: center;">\$170,000</p> <p style="text-align: center;">\$35,000</p> <p style="text-align: center;">\$10,000</p> <p style="text-align: center;">\$5,000</p> <p style="text-align: center;">\$5,000</p> | <p style="text-align: center;">Math/Science Partnership Grant AT&T Grant</p> <p style="text-align: center;">Supplemental Instructional Hours</p> <p style="text-align: center;">Supplemental Instructional Hours Supplemental Instructional Hours</p> | |
|--|--|--|--|---|--|

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2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

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|--|---------------------------|----------------------|----------------|----------------|
| Please describe those goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp.3-5) | Persons Involved/Timeline | Related Expenditures | Estimated Cost | Funding Source |
| | | | | |

LUHSD Significant Sub-Group Performance on CAHSEE

| English Language Arts | 05-06 Part. Rate | 06-07 Part. Rate | 07-08 Part. Rate | 05-06 % Prof. | 06-07 % Prof. | 07-08 % Prof. | 08-09 % Prof. | Math | 05-06 Part. Rate | 06-07 Part. Rate | 07-08 Part. Rate | 05-06 % Prof. | 06-07 % Prof. | 07-08 % Prof. | 08-09 % Prof. |
|--------------------------------|------------------|------------------|------------------|---------------|---------------|---------------|---------------|--------|------------------|------------------|------------------|---------------|---------------|---------------|---------------|
| AYP Targeted Goals | 95% | 95% | 95% | 22.3% | 22.3% | 33.4% | 44.5% | | 95% | 95% | 95% | 20.9% | 20.9% | 32.2% | 43.5% |
| All Students | 98 | 98 | 99 | 59.9 | 58.8 | 61.3 | | All | 98 | 98 | 98 | 49.1 | 48.9 | 52.7 | |
| Afr. Amer. | 96 | 96 | 98 | 40.4 | 48.7 | 45.3 | | Af Am | 99 | 99 | 98 | 20.8 | 32.2 | 28.3* | |
| Hispanic | 97 | 99 | 98 | 48.8 | 42.9 | 45.4 | | Hisp | 97 | 98 | 98 | 36.4 | 35.8 | 40.9 | |
| White | 98 | 98 | 99 | 69.5 | 66.2 | 71.2 | | White | 99 | 99 | 99 | 57.3 | 55.4 | 60.8 | |
| Socio-Econ. Dis. | 96 | 98 | 96 | 35.5 | 31.0 | 36.3 | | SED | 96 | 97 | 96 | 29.5 | 25.0 | 30.7* | |
| EL | 98 | 98 | 97 | 28.8 | 27.7 | 32.1* | | EL | 98 | 98 | 96 | 23.8 | 26.7 | 28.3* | |
| Stu. W/ Dis. | 90 | 96 | 96 | 19.1 | 15.9* | 19.0* | | S W/ D | 97 | 97 | 97 | 20.0 | 14.5 | 9.2* | |
| * = did not meet targeted goal | | | | | | | | | | | | | | | |

| Graduation Rate | 2005-2006 Target - 82.9% | 2006-2007 Target - 82.9% | 2007-2008 Target - 83.0% | 2008-2009 Target - 83.1% |
|-----------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
|-----------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|

| API Score | 2005-2006 Target for AYP - API 590 | 2006-2007 Target for AYP - API 590 | 2007-2008 Target for AYP - API 620 | 2008-2009 Target for AYP - API 650 |
|---------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| All Students | 719 | 690 | 723 | |
| Afr. Amer. | 650 | 610 | 649 | |
| Hispanic | 663 | 629 | 671 | |
| White | 749 | 723 | 753 | |
| Socio-Econ. | 619 | 589 | 624 | |
| EL | 576 | 569 | 614 | |
| Stu. w/ Dis. | 468 | 461 | 495 | |
| District Rate | 96.2% | 91.9% | 89.9% | |

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

| Please describe the specific strategies that you will use and how you will accomplish this. | Persons Involved/Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|--|--|---|
| <p>The district and each site provide professional development and support to all of its teachers, including English/Language Arts and math. This is done through the following avenues:</p> <ul style="list-style-type: none"> ▪ Continue English and math teacher training with SB 472 ▪ Complete the implementation of the new math textbook adoption and support materials by June 2009 and training of teachers ▪ Complete new Language Arts adoption by June 2010 and training of teachers ▪ Fully implement the “Measuring Up” state approved CAHSEE curriculum in test prep classes beginning with the training of teachers ▪ Expand the number of READ180 classes at all sites including the training of teachers. ▪ Train, implement and monitor SDAIE strategies to help address the academic needs of our EL sub-group. ▪ Complete the implementation of the “EDGE” curriculum and continue training EL teachers. ▪ Implement Professional Learning Communities by using the DuFour strategies and theory. ▪ Use research proven instructional strategies with all students especially EL and Special Education | <p>C & I</p> <p>C & I</p> <p>C & I</p> <p>C & I</p> <p>C & I; Site</p> <p>C & I; Site</p> <p>C & I</p> <p>Site</p> <p>C & I; Site</p> | <p>See Section #1</p> <p>Intervention Materials</p> <p>See Section #1</p> <p>See Section #1</p> <p>2 sect./site</p> <p>See Section #1</p> <p>See Section #1</p> <p>Differentiated Instruction Professional Development</p> | <p>See section #1</p> <p>\$50,000</p> <p>See Section #1</p> <p>See Section #1</p> <p>\$100,000</p> <p></p> <p></p> <p>\$15,000</p> | <p>See section #1</p> <p>Gen. Fund</p> <p>See Section #1</p> <p>See Section #1</p> <p>Gen. Fund</p> <p></p> <p></p> <p>Title II</p> |

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

| Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5) | Persons Involved/Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---------------------------|------------------------|----------------|-----------------------------|
| <ul style="list-style-type: none"> ▪ Consistent use of standards-aligned textbooks ▪ Daily lesson plan structure that focuses on rigor and relevance ▪ Data-driven Instructional planning and decision making ▪ Structure planning time to analyze student data from assessments ▪ Strengthen RTI structure focusing on district EXCEL model and students ▪ Align CTE curriculum with core content standards ▪ Identify intervention teachers by May for in-depth summer training ▪ Use classroom visitation protocol to further identify areas for professional development | C & I; Site | Language Arts adoption | \$750,000 | IMF / Gen. Fund and Lottery |
| | Site | | None | |
| | C& I; Site | | None | |
| | Site | | None | |
| | C& I; Site; SPED | Training | \$25,000 | Title II |
| | C & I; Site | | None | |
| | Site | Release Days | \$5,000 | Perkins |
| | Site | | None | |

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

| Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, pp. 6-7) | Persons Involved/Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|--|---|---|
| <ul style="list-style-type: none"> ▪ Bi-monthly Professional Development Days ▪ Textbook publisher training ▪ SB 472 and AB 430 training ▪ SLI literacy training of all new teachers ▪ Data Director training for teachers ▪ PLC training ▪ Data analysis training for teachers and administrators ▪ Differentiated Instruction training | <p>Site</p> <p>C & I</p> <p>C & I</p> <p>C & I</p> <p>C & I; Site</p> <p>C & I; Site</p> <p>C & I; Site</p> <p>C & I; Site</p> | <p>Professional Development</p> <p>Professional Development</p> <p>Professional Development</p> <p>Release Days & Trainers</p> <p>Professional Development</p> <p>Professional Development</p> <p>Professional Development</p> <p>Professional Development</p> | <p>None</p> <p>\$25,000</p> <p>See Section #1</p> <p>\$5,000</p> <p>See Section # 1</p> <p>See Section #1</p> <p>See Section #1</p> <p>See Section #3</p> | <p></p> <p>Title II</p> <p></p> <p>Title II</p> <p></p> <p></p> <p></p> <p></p> |

6. English Learners

a. **Title III Status and Title I Program Improvement (PI) Status:** An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.

b.

The Liberty Union High School District is currently identified as in Program Improvement Year 1 and Title III Year 1. Data for the English Learner sub-group is listed below: Annual Measurable Achievement Objectives (AMAOs) are based on the California English Language Development Test (CELDT) and CAHSEE.

- AMAO #1 - (Percent of ELs making annual progress in learning English)
- AMAO #2 - (Percent of ELs attaining English proficiency on CELDT)
- AMAO #3 - (Meeting AYP percent proficient requirements for the EL sub-group on CAHSEE)

| Title III Accountability | Number of CELDT takers | | | Percent met AMAO #1 | | | Percent met AMAO #2 | | | Percent met AMAO #3-ELA (CAHSEE) | | | Percent met AMAO #3-math (CAHSEE) | | |
|--------------------------|------------------------|-------------|-------------|---------------------|-------------|-------------|---------------------|-------------|-------------|----------------------------------|-------------|-------------|-----------------------------------|-------------|-------------|
| | 2005 - 2006 | 2006 - 2007 | 2007 - 2008 | 2005 - 2006 | 2006 - 2007 | 2007 - 2008 | 2005 - 2006 | 2006 - 2007 | 2007 - 2008 | 2005 - 2006 | 2006 - 2007 | 2007 - 2008 | 2005 - 2006 | 2006 - 2007 | 2007 - 2008 |
| School Year | - | - | - | - | - | - | - | - | - | - | - | - | - | - | 2007-2008 |
| Target | | | | 52.0% | 48.7% | 50.1% | 31.4% | 27.2% | 28.9% | 22.3% | 22.3% | 33.4% | 20.9% | 20.9% | 32.3% |
| District | 412 | 395 | 466 | 84.5% | 61.8% | 69.6% | 47.8% | 30.8% | 36.7% | 28.8% | 27.7% | 32.1% | 23.8% | 26.7% | 28.3% |
| Freedom HS | 124 | 128 | 174 | 71.8% | 47.5% | 62.4% | 29.7% | 30.1% | 30% | 26.0% | 24.0% | 29.4% | 14.3% | 28.0% | 18.5% |
| Heritage HS | 22 | 45 | 67 | n/a | 68.2% | 78.1% | n/a | n/a | n/a | 50.0% | 52.0% | 38.7% | 25.0% | 36.0% | 35.5% |
| Independence | 13 | 13 | 7 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| La Paloma HS | 19 | 10 | 8 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Liberty HS | 234 | 199 | 210 | 89.7% | 67.9% | 73.4% | 54.1% | 31.9% | 42.7% | 28.9% | 23.1% | 33.3% | 31.1% | 24.7% | 35.9% |

+++ 2006 - 2007 began current AMAO scoring system

Reclassification rates by time in program for 2007-2008

| Grade | 0 year | 1 year | 2 year | 3 year | 4 year | Total |
|-------|--------|--------|--------|--------|--------|-------|
| 9 | 7 | 1 | 0 | 0 | 0 | 8 |
| 10 | 6 | 10 | 6 | 0 | 0 | 22 |
| 11 | 9 | 21 | 1 | 9 | 0 | 40 |
| 12 | 12 | 14 | 12 | 12 | 2 | 52 |
| Total | 34 | 46 | 19 | 21 | 2 | 122 |

Although the district has improved the percentage of EL students meeting AMAO's #1, #2 and #3, EL students did not meet the AMAO #3 target in 2007-2008. This has highlighted the need for professional development, curriculum/instruction alignment, and the opportunity for SDAIE and EL teachers to meet and share best practices in order for students to reach proficiency. To do this LUHSD will:

- Implement suggested revisions and additions in the English Learner Sub-Group Self Assessment (ELSSA) survey

- **Develop district guidelines for placement of students in EL classes**
- **Implement the EDGE program at all sites**
- **Create SDAIE test prep and algebra classes in math**
- **Site administrators will ensure EL students be provided with a systematic sequence of instruction to develop proficiency with English and math**
- **Identify EL and SDAIE teachers early in order for them to attend summer training**
- **Provide specific collaboration time for EL and SDAIE teachers**
- **Increase graduation rate for EL students**
- **All courses in which EL student are enrolled will be taught by CLAD certified teachers by 2010**

b. Title I Program Improvement Status Only: Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the Title III Accountability Technical Assistance Web page at <http://www.cde.ca.gov/sp/el/t3/acct.asp>).

| Please describe those goals and targets. | Persons Involved/Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---------------------------|----------------------|----------------|----------------|
| | | | | |

7. Include strategies to promote effective parental involvement in the school.

| Please describe those strategies. (See DAS, Parent and Community, p. 10) | Persons Involved/Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|----------------------|----------------|----------------|
| <p>Liberty UHSD encourages and promotes multiple opportunities for parents to become involved at the District and school site levels. Getting information to parents and having their involvement with our schools is one of our priorities with our district's Five-Year Strategic Plan as well as Board Policy. This is done through the following.</p> <p>Meeting groups and activities:</p> <ul style="list-style-type: none"> ▪ Site Councils ▪ Site ELAC (English Learner Advisory Committee) and DLAC (District Language Advisory Committee) for our EL students/parents ▪ District Parent Advisory Committee ▪ WASC Focus Groups ▪ College Nights ▪ CTE Career Fairs ▪ Family Night ▪ Open House/Back To School Nights <p>Written communication in English and Spanish:</p> <ul style="list-style-type: none"> ▪ Academic proficiency levels, graduation requirements, standardized test scores ▪ Attendance letters ▪ Achievement of state/district standards ▪ Newsletters ▪ District Quarterly Newsletter in local newspapers <p>Web Site/Technology Communication in various languages:</p> <ul style="list-style-type: none"> ▪ Parent Connect ▪ Connect-Ed messages ▪ District/School web page <p>Surveys:</p> <ul style="list-style-type: none"> ▪ Title I ▪ English Learner ▪ WASC ▪ School Calendar ▪ Career Academies | <p>Site</p> <p>District/Site</p> <p>District</p> <p>Site</p> <p>Site</p> <p>Site</p> <p>Site</p> <p>District/Site</p> <p>Site</p> <p>District/Site</p> <p>District/Site</p> <p>District</p> <p>District/Site</p> <p>District/Site</p> <p>District/Site</p> <p>Site</p> <p>Site</p> <p>Site</p> <p>District</p> <p>Site</p> | | | |

**LOCAL EDUCATIONAL AGENCY (LEA) PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Liberty Union High School District

County District Code: 07-61721

Date of Local Governing Board Approval: December 10, 2008

District Superintendent: Mr. Daniel M. Smith

Address: 20 Oak Street

City: Brentwood

Zip Code: 94513

Phone: 925-634-2166

FAX: 925-634-3918

**E-mail:
vincigue@libertyuhsd.
k12.ca.us**

Signatures:

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

| | | |
|-----------------------------|--------------------------------|------|
| Signature of Superintendent | Printed Name of Superintendent | Date |
|-----------------------------|--------------------------------|------|

| | | |
|------------------------------|---------------------------------|------|
| 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).

Not applicable for Program Improvement Year 1 LEA's in 2008-2009
Name of External Organization

| | | |
|---|--|------|
| Signature of External Organization Representative | Printed Name of External Organization Representative | Date |
|---|--|------|

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|---------|-------|
| Address | Phone |
|---------|-------|

Send this signed assurance page **no later than January 9, 2009**, to:

Peggy Carter, Consultant
Assessment and Accountability Branch
Accountability and Improvement Division
Intervention Assistance Office
California Department of Education
1430 N Street, Suite 4401
Sacramento, CA 95814