

## Title III LEA Plan Performance Goal 2

**All limited English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**CDS Code:** 19-65078-0000000      **LEA Name:** Valle Lindo School District      **Title III Improvement Status:** Year 4+

**Fiscal Year:** 2016-2017      **EL Amount Eligibility:** \$21,364.00      **Immigrant Amount Eligibility:** None Received

### Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

**How the LEA will:**

<b>A. Required Content</b>	<p>Implement programs and activities in accordance with Title III:</p> <ul style="list-style-type: none"> <li>• <b>Refine English language development instruction through the 8 Step Instructional Process.</b> The Eight Step Instructional Process’ primary focus is to close the achievement gap and for all students to attain academic proficiency in mathematics and language arts. Anticipated outcomes include EL student mastery of the standards, improved teacher instruction and focus, and informed and engaged parents of English Learners and community members. The process includes: (1) disaggregating student assessment data including SBAC scores, CELDT levels, and IPSA goal progress; (2) planning a 36-week instructional calendar (CCIF); (3) implementing academic content/performance standards-based lessons with a focus on continuous improvement and intensifying lessons; (4) assessing student mastery of standards; (5) providing tutorials for academic education; (6) providing acceleration for students who mastered objectives; (7) providing maintenance of mastered skills; and (8) monitoring, training, and providing teachers with the tools necessary to help students obtain and maintain mastery of the content standards.</li> <li>• <b>Ensure High-quality professional development for teachers in an effort to improve curricula, materials, and assessments.</b> Workshops include the following: (1) ELA/ELD Instructional Materials (California Journeys K-5, California Collections 6-8); (2) Designated ELD Instructional Materials (California Escalate English 4-8, English 3D 4-8, Sync); (3) Technology Enhanced ELD</li> </ul>
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(K-3); and (4) Academic Language and Literacy (6-8). When selecting new instructional programs, the district is committed to coordinating language instruction programs with other programs and services in order to ensure alignment and continuity.

- **Commit to strengthening community participation programs, including ELD summer bridge and parent outreach.** All parents of English Learners are invited to participate in the District-level English Learner Advisory Committee (DELAC). Based on the recommendation of the DELAC, the district will continue to provide and support the ELD Summer Bridge program. Summer Bridge offers all EL students the opportunity to attend the district's summer school as well as receive an extra hour of focused English Development Instruction from a highly qualified teacher. Summer Bridge allows the district to provide extended day/extended year academic opportunities that specifically target EL students. This program provides additional support in ELD as well as CCSS. Summer Bridge classes are designed specifically to benefit EL students through enhanced instruction through reduced class sizes and extended learning time. Based on feedback from the DELAC, the district will also continue to provide training for parents to further equip them with strategies to support their children's progress in acquiring English language proficiency as well as academic proficiency.
- **Provide enhanced instruction in the core academic subjects through the continued development of educational technology.** In addition to existing hardware and software, 150 student tablets were purchased and 32 Dell Touch Screen student computer work stations were installed. All existing equipment, including state of the art SMART Boards, are maintained and Wi-Fi has been strengthened. New and expanded software includes *i-Ready*, which will provide enhanced instruction in core subject areas and greater support for English Learners. Services are principally targeted towards EL students through providing access to digital content, creating meaning in a 21<sup>st</sup> century learning environment, and providing relevant realia while promoting meaningful participation in content areas.

Use the subgrant funds to meet all accountability measures

All Title III funds will be used to benefit ELs through supplemental services. For example, funds are used for additional staff to support ELs through data analysis- providing information to assist teachers with identifying and implementing best practices for accelerating EL progress towards proficiency in both language and content areas and professional learning designed specifically for meeting the needs of English Learners.

Hold the school sites accountable

- **Focus on Transparency & Data** Administration routinely reviews data on the progress of English language learners in order to evaluate student progress and program effectiveness. EL Data compiled includes CELDT scores, SBAC scores, Individual Plans for Student Achievement (IPSA), benchmark assessments, reports of student academic achievement, and teacher input. All EL student information is recording in student cumulative folders that are accessible to all teachers. Teachers analyze this data on a weekly basis during collaborative instructional focus meetings. The data is share with parents of English Learners and explained at workshops held in multiple languages. The Superintendent, Assistant Superintendent, and Principals analyze this data annually to ensure the district is effectively meeting the needs of all English Learners. The Superintendent presents the data to the Board of Education for review.
- **Ongoing Monitoring of Placement, Instruction, and Progress** Principals at both campuses carefully monitor student placement in all courses and supplementary programs. Principals are highly visible. Administration routinely visits classrooms conducting informal walkthroughs and formal observations to monitor SDAIE, standards implementation, and identify recurring themes and needs. Administrators contact all parents of EL students and extend an invitation to participate in the EL Summer Bridge Program in addition to Summer School. Principals report implementation and data outcomes to the DELAC and PAC. Through collaborative interactions with all stakeholders, recommendations are shared and the program refined.

Promote parental and community participation in programs for ELs

- Provide a minimum of three ELAC/DELAC meetings a year.
- Provide Leadership and parental involvement workshops based on the recommendations of the DELAC.
- Ensure that all school communications sent home are translated into the major languages represented at both schools.
- Provide all school sites with on-site translators to provide oral communication services for parents of English Learners.
- Provide trainings for parents to develop op skills, techniques and strategies to assist their children at home.
- Provide oral translation for advisory meetings (DELAC & PAC) and all parent conferences.
- Improve communication between schools and parents (e.g. Principals call EL parents to discuss, invite, and update students to participate in programs designed specifically to meet the needs of ELs).
- Provide complimentary childcare at parent workshops and meetings for the parents of EL students.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	Provide high quality language instruction				
	Provide high quality professional development				
C. Required for Year 2	<p><b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b></p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p>				
D. Required for Year 4	<p><b>Goal 2 IPA* for items A-B:</b></p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>Valle Lindo School District has <u>successfully met</u> all accountability measures.</p> <p><b>AMAO 1 - Percentage of ELs Making Annual Progress in Learning English:</b> The target was 60.5% in 2014-2015. The district exceeded the target with 60.8% meeting AMAO.</p> <p><b>AMAO 2- Percentage of ELs Attaining the English Proficient Level on the CELDT:</b> In the Less than 5 Years Cohort 35.2% of ELs succeeded in attaining the English Proficient Level, which exceeded the 24.2% target. In the More than 5 Years Cohort 53.8% succeeded in attaining the English Proficient Level, which exceeded the 50.9% target.</p> <p><b>AMAO 3 - Adequate Yearly Progress for EL Student Group at the LEA Level:</b> Participation Rate for English Learner Student Group for English-Language Arts/Literacy 100% and 99% for Mathematics.</p>				

YEAR 1 & 2 ONLY  
N/A

	<b>Please describe all required modifications to curriculum, program, and method of instruction.</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
	<ul style="list-style-type: none"> <li>• Monitor the progress (quarterly and annually) of English Language Learners.</li> </ul>	EL Coordinator/ Information/ Technology Services	Salary & Benefits	21,364	Title III
	<ul style="list-style-type: none"> <li>• Analyze the consistent use of ELD Instructional Materials and strategies.</li> </ul>	Site Principals	N/A	N/A	N/A
	<ul style="list-style-type: none"> <li>• Conduct classrooms walkthroughs to observe English Language Arts and mathematics instruction to measure EL engagement.</li> </ul>	Site Principals	N/A	N/A	N/A
	<ul style="list-style-type: none"> <li>• Provide all teachers with research-based professional development trainings with a focus on English Language Learners.</li> </ul>	Assistant Superintendent	N/A	N/A	N/A
	<ul style="list-style-type: none"> <li>• Create opportunities for teachers to collaborate and conduct informal peer observations to discuss and refine implementation of ELD materials and strategies.</li> </ul>	Site Principals	N/A	N/A	N/A

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	<p><b>Describe all allowable activities chosen by LEA relating to:</b> Supplementary services as part of the language instruction program for EL students</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp">http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp</a> for a list of allowable EL activities</p> <p>Intensifying instruction through acquiring and developing use of educational technology while coordinating language instruction programs with other services and monitoring the progress (quarterly and annually) of English Language Learners.</p>	EL Coordinator/ Information/ Technology Services	Salary and Benefits	\$20,946	Title III
<b>F. EL Overall Budget</b>		EL 2% for Administrative/Indirect Costs:		\$418	
		EL Estimated Costs Total:		\$21,364	

### Plan to Provide Services for Immigrant Students

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	<p><b>Describe all allowable activities chosen by LEA relating to:</b> Enhanced instructional opportunities to immigrant students and their families</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/immprogrview.asp">http://www.cde.ca.gov/sp/el/t3/immprogrview.asp</a> for a list of allowable Immigrant activities</p>	N/A	N/A	N/A	N/A
<b>H. Immigrant Overall Budget</b>		Immigrant Administrative/Indirect Costs:		N/A	
		Immigrant Estimated Costs Total:		N/A	

No Immigrant Funding  
N/A

