

Title III LEA Plan Performance Goal 2

All 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: 1964527 LEA Name: El Rancho Unified Title III Improvement Status: Year 4+

Fiscal Year: 2016-17 EL Amount Eligibility: \$180,090 Immigrant Amount Eligibility: \$7,043

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:

A. Required Content	<p>Implement programs and activities in accordance with Title III</p> <p>English Learner (EL) students within the El Rancho Unified School District are active participants in four program options. Each program focuses on rigorous, standards-based instructional programs that support the specific educational needs of EL students, language proficiency objectives and annual measurable achievement objectives. Additionally, ongoing assessment of student progress is embedded into the learning process through district benchmark assessments, curriculum-embedded assessments and formative assessment practices.</p>
	<p>Use the subgrant funds to meet all accountability measures</p> <p>El Rancho Unified School District will use Title III funds to help English learners meet the state’s annual measurable achievement objectives by providing the following supplemental services to English learners:</p> <ul style="list-style-type: none"> • Professional development for administrators, teachers, and support staff in all content areas addressing the needs of English learners • Professional development opportunities for teachers to collaborate focused on narrowing the achievement gap for English learners • Supplemental instructional materials to support and assist English learners in attaining English proficiency and meeting state academic content standards

- Technology and software to support and assist English learners in attaining English proficiency and meeting state academic content standards
- ELD walkthroughs and focused learning walks
- Academic tutorials and intensified instruction in before/after school programs, during Saturday programs, and during summer school programs
- English Learner Literacy Support Class (ELLSC) after school intervention program
- Parent workshops and resources to increase parent involvement and support parents in helping their children at home
- English Learner Program Contact Teacher Committee support, collaboration and professional development
- District Resource Teacher will provide English learner support through monitoring student progress, assist with the identification of students for intervention, coordinate the ELLSC after school intervention program, provide professional development to teachers, administrators, and support staff, provide classroom modeling of effective instructional strategies, and provide ongoing support and professional development to the English Learner Program Contact Teacher Committee.

Hold the school sites accountable

El Rancho Unified School District has established procedures and protocols for monitoring EL progress in attaining English proficiency and meeting state academic content standards. The district employs the following monitoring process:

At the school sites:

- The Single Plan for Student Achievement (SPSA) for each site outlines goals and objectives for student achievement in ELD, Language Arts and Math, as well as the process for analyzing student success in achieving these goals and objectives. Interventions are identified and put into place for students not meeting the goals and objectives. In addition, the school plans delineate the site's monitoring procedures, including which staff is assigned to monitor, their responsibilities, and timelines for monitoring of activities.
- Records for EL students (Home Language Survey, language assessments, copies of letters to parents, redesignation data, etc.) are kept in the English Learner Program Folder for each student. The folder is filed in the student's cumulative records folder and follows the student as he/she progresses through grade levels and/or schools.
- Site administrators monitor the teaching and learning in the EL program by assuring proper placement in classes with teachers who are appropriately authorized, visiting classrooms regularly to monitor instruction and student progress, and meeting with teachers to discuss the progress and performance of students.
- Teachers monitor student progress through the use of district benchmark assessments, curriculum-embedded assessments, ELD unit tests and formative assessment, which provide data for differentiated instruction. Teachers, administrators, and support staff also meet regularly to identify students in need of interventions, as well as determine appropriate interventions and instructional strategies to meet the needs of the student.
- Each school site has an English Learner Program Contact Teacher who serves as a liaison between the District and the school in the implementation and monitoring of the program for EL students. The EL Program Contact Teacher attends monthly meetings for collaboration, articulation, and professional development, disseminates information related to English learners to

site staff, assists in coordinating testing for EL students, trains site staff on items such as district policies and procedures regarding ELD, reclassification and EL programs.

At the district level:

- The SPSA for each site is reviewed by district staff (Educational Services and Categorical Programs) and approved by the Board of Education.
- EL students participate in the California English Language Development Test (CELDT) on an annual basis.
- EL students participate in statewide assessments on an annual basis, including the California Assessment of Student Performance and Progress (CAASPP) assessments.
- The District English Learner Program Resource Teacher holds monthly meetings with English Learner Program Contact Teachers to discuss issues regarding EL program implementation and provides ongoing professional development addressing English learner needs and best practices.
- EL student performance data is available in Aeries Eagle and EADMS and is accessible to administrators, teachers and support staff to monitor student progress.

Promote parental and community participation in programs for ELs

El Rancho Unified School District will promote and encourage broad parental and community involvement and participation in the program for English learners through the following:

- The District has a parent involvement policy that is reviewed annually by the District Advisory Council (DAC). DAC members also review and gather input from their respective School Site Councils (SSCs) regarding the District Parent Involvement Policy.
- Each school site has a site parent involvement policy reviewed and approved annually by the School Site Council (SSC).
- Parents of English learners participate in committees to develop/revise the Single Plan for Student Achievement at the school sites, and to develop/revise the LEA Plan at the District.
- Through the School Site Council (SSC) and English Learner Advisory Committee (ELAC), parents review and advise on site level plans and programs.
- Schools have a compliant English Learner Advisory Committee (ELAC) or have voted to delegate ELAC responsibilities to the SSC. From these committees, each school has a parent representative on the District English Learner Advisory Committee (DELAC). The DELAC is legally constituted and advises the Board of Education on various aspects of the English Learner Program.
- The District provides parents training in leadership, parental involvement and informs parents on the master plan for English learners.
- The District will provide and make available individual student assessment results for CAASPP and CELDT with program descriptions and interpretations of what they mean in their primary language.
- Oral translations in Spanish are provided for meetings held at the district and school sites.
- Childcare is provided during meetings in order to increase attendance and participation.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	<p>Provide high quality language instruction</p> <p>El Rancho Unified School District will provide high quality language instruction based on scientifically based research strategies that increase students' English proficiency and academic achievement in the core academic subjects through the following:</p> <ul style="list-style-type: none"> • EL students will receive a high-quality, rigorous instructional program. • EL students will receive daily instruction in ELD differentiated to their proficiency levels, and are provided with full access to grade level core curriculum through primary language instruction and/or support, and/or SDAIE strategies in English. • EL students will have opportunities for extended-day tutoring and intervention programs, including the English Learner Literacy Support Class (ELLSC), which is an after school intervention program offered at each site. • Release time and/or extra-duty, extra-pay will be provided to certificated personnel to: <ol style="list-style-type: none"> 1) Attend/facilitate high-quality professional development 2) Develop/augment standards-based curriculum 3) Collect/analyze assessment data 4) Utilize research-based intervention strategies 5) Collaborate with colleagues to design/plan standards-based lessons 6) Participate in articulation practices that identify student needs within a school and/or feeder schools • District and site staff will analyze assessment data to identify students in need of additional support and intervention and determine appropriate interventions based on student needs. • District and site administrators will routinely visit classrooms to 				

	<p>observe core and ELD instruction and to verify that all ELs are receiving appropriate instruction based on their language proficiency and utilizing universal access components and/or instructional strategies for EL's.</p>				
	<p>Provide high quality professional development</p> <p>El Rancho Unified School District will provide high-quality professional development designed to improve the instruction and assessment of ELs. The process for setting priorities for professional development is based on an analysis of state and district assessment data, District evaluation reports, classroom observations, needs assessment surveys and professional development evaluations. The District has identified the need to continue to provide training for teachers on how to utilize research-based ELD strategies and enable ELs to access the core curriculum. The plan to deliver this differentiated training will include the following components:</p> <ul style="list-style-type: none"> • Focusing on effective strategies for ELs designed to strengthen the use of district adopted programs for ELD and core content areas • Monitoring classroom implementation and observations on effective strategies for ELs • Continuing grade level and department meetings that focus on data analysis to inform instruction, intervention, and professional development needs • Maximizing the effectiveness of ELD instruction and integrating research-based strategies across content areas, including strategies, such as: academic vocabulary development, graphic organizers and visual tools <p>In addition, teachers, administrators and support staff will be provided with the opportunity to attend statewide and county conferences that address current research, strategies, and materials to support ELs, including: California Association for Bilingual Education (CABE), Accountability Leadership Institute, and the Annual EL Research Symposium.</p>				

C. Required for Year 2	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</p> <p>Not Applicable</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p>				
D. Required for Year 4	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>For 2014-15, the district did not meet AMAO 1 (ELs Annual Progress in Learning English) and AMAO 2 (ELs Attaining English Proficiency on the CELDT). The factors contributing to failure to meet desired accountability measures include the lack of consistency in the delivery and monitoring of the ELD program. Consistency in the delivery of the ELD program across grade levels continues to be a challenge. Monitoring of ELD instruction also varies from site to site. Currently, there is not a district wide walkthrough protocol in place specific to ELD instruction. Monitoring in ELD focuses on assessment submission. The focus of monitoring needs to include the quality and consistency of ELD program delivery. In addition, there has not been a strong enough focus on professional development specific to the needs of English Learners. Due to the change in the ELA/ELD standards and framework, there needs to be increased and ongoing professional development opportunities provided to teachers and administrators focused on strategies to assist English learners on attaining English proficiency and meeting challenging academic standards.</p>				
D. Required for Year 4	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <ul style="list-style-type: none"> EL Program Resource Teacher will provide ongoing support and direct services to teachers and administrators in monitoring EL student progress, identifying EL students for intervention, data analysis and reports, implementing appropriate strategies to meet the needs of ELs, coordinating the ELLSC after school intervention program for ELs, ELD walkthroughs and professional development. 	<p>EL Program Resource Teacher</p>	<p>Salary & Benefits</p>	<p>\$93,542</p>	<p>Title III EL</p>

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>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <ul style="list-style-type: none"> Implement the English Learner Literacy Support Class (ELLSC) after school intervention program to provide English Learners with additional support and assistance in attaining English proficiency and meeting challenging academic standards. Purchase supplemental materials and supplies, including instructional software, to support EL program implementation and enhance instruction for English Learners. Provide professional development and collaboration time for teachers and administrators focused on addressing the needs of ELs, including, but not limited to: CABE, CDE Accountability Institute, Academic Language, SDAIE Strategies and EL Program Contact Teacher Meetings <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	EL Program Resource Teacher and ELLSC program teachers	ELLSC Program Materials	\$13,000	Title III EL
		Assistant Supt. of Ed. Services, Categorical Programs Coordinator, EL Program Resource Teacher	Supplemental Materials	\$20,000	Title III EL
		Assistant Supt. of Ed Services, Categorical Programs Coordinator, EL Program Resource Teacher, Principals, and Teachers	Registration, Travel/lodging, Substitutes, and Extra-duty pay for teachers	\$49,947	Title III EL
	F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$3,601
		EL Estimated Costs Total:		\$180,090	

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>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families</p> <ul style="list-style-type: none"> • Provide supplemental tutoring, mentoring and counseling services • Purchase supplemental curricular materials and software to support and enhance instruction for immigrant students • Provide parent outreach and training to assist families of immigrant students <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	Teachers	Extra-duty pay for teachers providing supplemental services	\$5,000	Title III Immigrant
		Assistant Supt. of Ed Services, Categorical Programs Coordinator	Supplementary Materials and Software	\$1,000	Title III Immigrant
		Assistant Supt. of Ed Services, Categorical Programs Coordinator	Parent training programs and materials	\$903	Title III Immigrant
	H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$140
		Immigrant Estimated Costs Total:		\$7,043	