

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: 1563594 LEA Name: Lost Hills Union Elementary School District Title III Improvement Status: Year 4+

Fiscal Year: 2016-17 EL Amount Eligibility: \$41,830.00 Immigrant Amount Eligibility: \$2,423.00

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>The district uses Title III funds for our English Learner supplemental programs to enhance instruction in the core academic subjects and to provide high quality professional development for teachers. All English Learners are provided with programs that ensure access to high quality and appropriate instruction. All English Learners are assessed initially and annually using the California English Language Development Test (CELDT) and language assessment tools. The district also develops an LEA Plan aligning the use of Title III funds. This plan is revised annually and approved by the local school board.</p>
	<p>Use the subgrant funds to meet all accountability measures</p> <p>All students that are identified as English Learners take the CELDT annually until they meet the district reclassification criteria and are redesignated as English Proficient. Title III funds will be used to enhance the core instructional program by providing EL teachers with additional classroom support and training. The EL program will be evaluated annually to determine if students are making annual progress in learning English and attaining English Proficiency levels on the CELDT. Instruction and level of teacher support will be modified based on assessment results. ELD and ELA benchmarks will also be used to measure English proficiency in meeting State</p>

	Standards for English Learners.
	<p>Hold the school sites accountable</p> <p>School sites will review student data to determine if EL students are making adequate progress as measured by AMAOs. Students not making adequate progress will be placed on individual plans. The Principal and ELD Coach will make regular classroom visits to ensure the implementation of students' individual plans and EL strategies. Teachers who need additional support will be provided with additional training and opportunities to collaborate with other teachers.</p>
	<p>Promote parental and community participation in programs for ELs</p> <p>Parent participation is promoted with the following programs and opportunities for involvement: English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meet regularly and provide advice to sites and district. Parent Conferences are held twice during the school year, two days in the fall and two days in the spring (translation is provided). Parent classes are provided three times per year. These 10 week classes are conducted in English and Spanish. Classes consist of how to help parents understand the educational process and how to help their children at home. In addition parent information nights are held several times during the school year.</p>

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>Title III funds will enhance the current instructional program for English Language Learners by providing ELD teachers with classroom support through an ELD Coach. The ELD Coach will provide teachers with additional one-on-one coaching and support during ELD instruction. ELD Coach will conduct instructional rounds to ensure EL Strategies are effectively implemented in each ELD classroom. In addition, ELD Coach will model effective ELD lesson delivery and ensure that EL progress is effectively monitored.</p> <p>Additional duties include CELDT Coordinator funded under base funding; ELA Coach funded under Supplemental and Concentration. ELA Coaching and support is provided to all teachers including teachers of ELs.</p>	Assistant Superintendent	Partial-Pay ELD Coach Salary and Benefits	\$40,994.00	Title III LEP
	<p>Provide high quality professional development</p> <p>The district will implement a professional development plan that will integrate research based high quality instructional practices with a focus on English Language Learner strategies. The plan will provide extensive ongoing professional development for all teachers in the areas of: EDI lesson design and delivery, ELA/ELD Framework, ELA CCSS, ELA Curriculum, Depth of Knowledge, Close Reading, Guided Reading, Writing Workshops, Early Literacy Strategies, and Rti.</p>	Principal/ Assistant Superintendent	Training cost, materials, release time	\$79,021.90	Title I, Title II, Educator Effectiveness

C. Required for Year 2	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</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>Based on the 2014-15 CELDT data only 56.9% of all English Learners met AMAO 1 (missed State Target by 3.6%).</p> <p>Also based on the 2014-15 CELDT data 7% of the total number of students assessed are identified as Beginning compared to 10% in 2013-14; 12% are Early Intermediate compared to 30% in 2013-14; 47% are Intermediate compared to 42% in 2013-14; 30% are Early Advanced compared to 15% in 2013-14; 5% are Advanced compared to 4% in 2013-14.</p> <p>The 2014-15 CELDT data also indicates that 33% of the students assessed met the CELDT Criterion compared to 30% in 2013-14 and 34% in 2012-13.</p> <p>Although the district saw a reduction in the percentage of students identified as Beginning and Early Intermediate and an increase in the percentage of students identified as Intermediate, Early Advanced, and Advanced compared to the previous year; this improvement was not significant enough to meet the accountability measures.</p> <p>Upon the analysis of this data and classroom observations, we have determined that:</p> <ul style="list-style-type: none"> • Our elementary school’s ELD program is not aligned to most effectively meet the needs of our elementary ELD students in meeting the ELD Standards. • ELD instruction in the elementary school continues to be inconsistent. • ELD instruction is not clearly differentiated to meet the needs of all cohorts of ELs. • Instructional practices also failed to demonstrate scaffolding or differentiated support for English Learners. • English Learners’ progress within ELA and mathematics is not consistently monitored.

	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>The district will:</p> <ul style="list-style-type: none"> • Conduct needs assessment annually to determine the needs of students and staff training. • Monitor the progress (quarterly) of English Learners. • Analyze the consistent use of ELD instructional materials and strategies. • Purchase new English Language Arts, and English Language Development curriculum. • Provide supplementary targeted Language Development and literacy instruction for English Learners. • Routinely visit classrooms to observe English Language Arts and mathematics instruction to verify that all ELs have meaningful access to the core ELA and mathematics curriculum. • Provide ELD Teachers with research based training with a focus on English Language Learner strategies for students who have been in the instructional program for 12 months or less. 	<p>Principal/ELD Coach</p> <p>Teachers/ELD Coach</p> <p>Principal/ELD Coach</p> <p>Principal/Assistant Superintendent</p> <p>Principal/Assistant Superintendent</p> <p>Principal/ ELD Coach</p> <p>Principal/Assistant Superintendent</p>	<p>No Cost</p> <p>Benchmarks, ink, paper</p> <p>No Cost</p> <p>New ELA/ELD Curriculum cost</p> <p>Imagine Learning Program</p> <p>No Cost</p> <p>Training for ELD Teachers</p>	<p>NA</p> <p>\$1,000.00</p> <p>NA</p> <p>\$80,000.00</p> <p>\$38,663.00</p> <p>NA</p> <p>\$2,375.00</p>	<p>NA</p> <p>S&C</p> <p>NA</p> <p>Base</p> <p>S&C</p> <p>NA</p> <p>Title III Immigrant</p>
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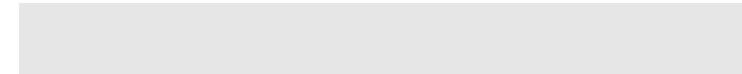
<ul style="list-style-type: none"> • Provide a part-time ELD Coach to support ELD classroom teachers. • Allow teachers in need of additional professional support in the implementation of ELD materials and strategies to conduct observation of peers. • Continue to extend the ELD period to 45 minutes per day every day. 	Assistant Superintendent	Partial- Pay ELD Coach Salary and Benefits	\$40,994.00	Title III LEP
	Principal	No Cost	NA	NA
	Superintendent	Additional Teacher Compensation	\$71,321.00	S&C

*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

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> <p>Hire a partial-pay English Language Development (ELD) Coach to support ELD classroom teachers and the implementation of EL Curriculum and strategies.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	Assistant Superintendent	Partial-Pay ELD Coach Salary and Benefits	\$40,994.00	Title III LEP
	F. EL Overall Budget			EL 2% for Administrative/Indirect Costs:	\$836.00
			EL Estimated Costs Total:	\$41,830.00	

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> <p>Provide ELD Teachers with research based training with a focus on English Language Learners who have been in the instructional program for 12 months or less.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	Principal/Assistant Superintendent	Training for ELD Teachers	\$2,375.00	Title III Immigrant
				Immigrant Administrative/Indirect Costs:	\$48.00



H. Immigrant Overall Budget	Immigrant Estimated Costs Total:	\$2,423.00
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