

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: 19 64733 0106351 LEA Name: Ivy Academia Title III Improvement Status: Year 2

Fiscal Year: 2016-2017 EL Amount Eligibility: \$11,088 Immigrant Amount Eligibility: \$591

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 The school does not currently provide systematic after-school tutoring for any students. The plan is to provide After-School Tutoring for English Learners only based on benchmark data two times per week for students in grades 5-8. Teachers will focus on academic language of Mathematics, Science and Social Science based on the ELD Standards.</p>
	<p>Use the subgrant funds to meet all accountability measures The subgrant funds will be used to increase ELs’ scores on the CELDT, CAASPP, and in core classes as measured by grades and benchmark scores. By improving English Language Proficiency, the school will meet the AMAO.</p>
	<p>Hold the school sites accountable The English Language Coordinators will work with each teacher to monitor ELs’ progress assuring that the ELD folders are complete, ELD Progress Reports are complete, and student work samples are collected. Students will be monitored through Progress Monitoring, and each site needs to make progress toward EL proficiency.</p>
	<p>Promote parental and community participation in programs for ELs To enhance workshops offered at the schoolwide Parent Symposium, Ivy Academia will host an additional workshop for parents of English Learners to teach parents how to participate in the school community. Host an additional workshop for parents of English Learners to educate parents on college and career readiness and how parents are to navigate A-G requirements and AP Courses.</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 The plan is to provide After-School Tutoring for English Learners only based on benchmark data two times per week for students in grades 5-8. Teachers will focus on academic language of Mathematics, Science and Social Science based on the ELD Standards.</p>				
	<p>Provide high quality professional development Professional Development for teachers of English Learners to attend GLAD Training to enhance our Professional Development program on site to acquire additional strategies to use with English Learners. GLAD Teachers will return to follow up with teachers to de-brief and collaborate with each other to assure appropriate implementation. Provide opportunity for teachers to observe each other and provide meaningful implementation of the strategies learned to address the needs of English Learners.</p>				
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. Factors which contributed to not meeting accountability measures include lack of focus on academic vocabulary, low writing proficiency, and decreasing scores on the CAASPP.</p>				
D. Required for	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures. Factors which contributed to not meeting accountability measures include low scores on CAASPP and CELDT. ELs are not making one year of growth each year.</p>				

	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>Teachers need to differentiate curriculum and instruction for ELs to include utilizing instructional strategies that benefit ELs for example explicit academic vocabulary, metacognition, opportunities to speak about their learning. In addition, full implementation of interventions like Achieve3000, IXL and Lexia will improve skills in ELA and Math. Specific uninterrupted ELD instruction is imperative.</p>				
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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"> The school does not currently provide systematic after-school tutoring for any students. The plan is to provide After-School Tutoring for English Learners only based on benchmark data two times per week for students in grades 5-8. Teachers will focus on academic language of Mathematics, Science and Social Science based on the ELD Standards. Purchase supplemental materials to enhance the English Learner understanding of the core content area. Professional Development for teachers of English Learners to attend GLAD Training to enhance our Professional Development program on site to acquire additional strategies to use with English Learners. GLAD Teachers will return to follow up with teachers to de-brief and collaborate with each other to assure appropriate implementation. Provide opportunity for teachers to observe each other and provide meaningful implementation of the strategies learned to address the needs of English Learners. To enhance workshops offered at the schoolwide Parent Symposium, Ivy Academia will host an additional workshop for parents of English Learners to teach parents how to participate in the school community. Host an additional workshop for parents of English Learners to educate parents on college and career readiness and how parents are to navigate A-G requirements and AP Courses. <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	Two Teachers, 1 5/6 1 7/8 Spring 2017	Cost of Teachers	\$2000	LEP
		ELCs Spring 2017	Cost of Materials	\$500	LEP
		Teachers Spring 2017	Cost of Training Cost of Substitutes	\$6000	LEP
		Teachers Spring 2017	Cost of Substitutes	\$2000	LEP
		Counselor Spring 2017	Cost of Presenter 2 Workshops	\$500	LEP
			Cost of Materials	\$88	LEP
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		N/A	
		EL Estimated Costs Total:		\$11,088	

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 additional academic and career counseling workshop for immigrant children and their parents only to provide specific information about how to navigate the American school system, to complete A-G requirements, and how to get into college consistent with Section 3115e. This will enhance the academic counseling that all students receive. <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	Counselor Spring 2017	Cost of Counselor Materials	\$591	IMM
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:			
		Immigrant Estimated Costs Total:			\$591