

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students

(Summarize information from district-operated programs and approved school-level plans)

Required Activities		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p>	<p>1a. The District provides the following basic instructional services to students identified as English Learners (EL):</p> <ul style="list-style-type: none"> • Structured English Immersion (SEI) for students who have “less than reasonable fluency in English” (CELDT levels 1-3) that consists of daily designated instruction in English Language Development (ELD) and access to core curriculum through Specially Designed Academic Instruction in English (SDAIE); • English Language Mainstream for English Learners who have “reasonable fluency in English” (CELDT levels 4-5) that consists of daily instruction in ELD based on language proficiency and grade appropriate instruction in core content areas with SDAIE support; <p>SDAIE, ELD and Bilingual classes are taught by teaches with the appropriate state license and/or certificate authorization.</p> <p>EIA-LEP and Title III funds are used to provide the following supplemental services to targeted English Learners:</p> <ul style="list-style-type: none"> • Hire fully qualified personnel and provide on-going training and professional development to all teaching and support staff • Purchase standards based, state-adopted instructional materials • Summer classes for English Learners (remediation) • Structure an intervention program at the middle school level (English/Math) • Incorporate EL information within SIS database in order to allow teachers to access appropriate student data (i.e. CELDT testing) • Imagine Learning • EL Bilingual Instructional Assistant support

	<p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); <p>annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</p>	<p>1 b. The EL Committee (District ELD Coordinator, in conjunction with the DELAC, ELAC and Site Administrators) annually updates the English Learner Master Plan.</p> <p>All goals and objectives for English Learners will be charted through the use of the EL Portfolio.</p> <p>The EL Committee (primarily the DELAC) will establish benchmarks for student success toward EL objectives based on EL standards. The overarching goal is success in English only settings. The newly revised EL Master Plan clearly outlines student and teacher performance requirements and gives an overview of all CELDT redesignation levels 1 through 5. The additional redesignation criteria includes:</p> <ul style="list-style-type: none"> • Proficient response to grade level writing prompt in English (score of 3 or 4) and state assessments • Teacher and parent recommendation (operational matrix) • Notice to parent(s) or guardian(s) of language redesignation and placement including a description of the process and parent’s opportunity to participate • Documentation maintained for multiple criteria used in redesignation (cum folder) • Passing CAHSEE
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<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); <p>annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</p>	<p>1c. All academic progress of English Learners is monitored (core content areas) and accountability is ensured by school administrators and teachers assigned to ELD. All records are maintained through SIS (Student Information System) or EL portfolios. All information is updated annually and contains results of district adopted multiple measurements. Annual measurable achievement objectives are imbedded within the EL Master Plan and clearly outlined to teachers, parents, and students through the use of the School, Parent, Student compact. Cum folders and EL portfolios are regularly updated and/or transferred with each student as they move from school to school, and English Learner testing is scheduled district-wide throughout the year.</p> <p>The Director of Human Resources is responsible for assuring appropriate teacher authorizations, correct ELD and SDAIE instruction, scheduling and attendance at ELAC meetings, and coordinating the updating of the EL Master Plan. District support is provided through district office staff maintaining the district-wide SIS database, overseeing data submitted to the county and the state regarding EL students (CBEDS), establishing and maintaining the DELAC (all records), and evaluating subgroup data with regard to EL students (annually) and forwarding the information to the individual school sites so that site personnel can make informed decisions with regard to adequate yearly progress by students. BCLAD, CLAD.SB395 training will be provided through the use of Title III funds.</p>
<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1d. DELAC and ELAC meeting notices are: 1) posted at the district office and all sites; 2) communicated via SSC committee meetings, e-flyers, Wednesday envelopes; and 3) school newsletters. All schools have written School/Parent/Student compacts and representation on all committees meets required mandates. Meeting notices are translated to Spanish and translators are available at all school-sponsored meetings. The DELAC and ELAC both work in conjunction with Migrant Education Region IX to assure coordination of services and to avoid duplication of services. Input from committee members is regularly sought regarding development of all site and district plans.</p> <p>The District is currently researching all community resources for English Learner students and families in conjunction with Migrant Education Services staff. Childcare is often provided at school-sponsored activities and the ParentLink messaging/communication system is available for messaging in languages other than English.</p>

	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and <p>Academic achievement in the core academic subjects</p>	<p>2. ELD, SDAIE and primary language instruction is provided in core curricular areas through Structured English Immersion (SEI), and English Language Mainstream (ELM) programs. The Elementary Schools and Middle School have adopted <i>Moving Into English</i> for ELD instruction; both programs are scientifically based. In addition, 100% of the district certificated staff, as well as all bilingual paraprofessionals have been trained in SDAIE methodologies.</p> <p>Effectiveness will be gauged by data obtained from the staff reclassifying EL students. Multiple measures taken into account include CELDT scores, Smarter Balance test results, student grades, and English Language Arts performance as it relates to standards. Redesignation occurs as appropriate based on the above measurements (R-FEP) and for a period of 2 years, students are Monitored to ensure proper placement.</p> <p>EIA-LEP and Title III funds enhance the current instructional program by providing:</p> <ul style="list-style-type: none"> • supplemental reading materials for English Learners (i.e. leveled books, age appropriate books, Accelerated Reader books/quizzes) • updated training for certificated and classified staff in SDAIE strategies and ELD • release time for certificated staff to articulate regarding EL progress and work samples • summer classes focused on EL students • hiring additional bilingual paraprofessionals
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Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; c. Long term effect will result in positive and lasting impact on teacher performance in the classroom. d. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>The District recognizes the need for ongoing staff development that encompasses 1) training in the most current scientifically based research specifically for English Learners, 2) training in cultural awareness and diversity in order to understand and incorporate specific strategies for English Learners.</p> <p>a. The Master Plan for English Language Development is updated annually to reflect an extensive focus on professional development and data driven decision making on both a site specific and a districtwide level. Adopted ELA/ELD materials will be used at all schools, reading and writing across the curriculum is currently established, additional reviews of standards based instruction and backward mapping design have been implemented, Curriculum planning and ELD committees at each individual school site will review evaluation procedure, professional growth activities, current benchmark documents and student performance measures.</p> <p>b. Professional development activities will be scheduled in advance with approval of the Director of Curriculum and Instruction and ELD committees and meet specific criteria: 1) relate to scientifically based research, 2) cultural awareness and diversity training, 3) achieving the status of "highly qualified" for all personnel.</p> <p>c. Teacher certification will be the outcome of ELD professional development activities</p> <p>d. Training/professional development is ongoing and builds on prior expertise and knowledge. Analysis of participation will occur for all teaching staff in order to ensure lasting impact and cohesive comprehensive teaching and learning.</p>	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>yes</p>	<p>If yes, describe:</p> <p>All EL Site committees will meet to review academic progress of EL students each trimester. Interventions will be analyzed, data will be disaggregated, supplementary materials will be adopted, ELD instructional program will be evaluated, and the adoption of ELD materials will be completed. All other district committees such as LCAP, SSC, ELAC, DELAC, Technology will evaluate and discuss the needs of English Learners as they relate to specific committee goals and objectives (specific to plans).</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No yes	If yes, describe: After school (weekly) and Summer interventions are in place to provide one-to-one or small group instruction for at-risk or CELDT level 1 and 2 students. Additional support programs and extended learning opportunities occur through AVID (Advancement Via Individual Determination, career counseling, and Everyone-a-Reader mentoring tutorials). This occurs for students at CELDT levels 1 and 2 (ELD “pull-out” classes at the elementary level and ELD class at middle school). Summer school remediation classes with an emphasis on reading and math are intensified and occur in a small group setting. The District also partners with Migrant Education program staff to provide services to students in academic areas.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No yes	If yes, describe: Many district and site programs are coordinated to an extent. Migrant Education, MEES (Migrant Pre-school services), Special Education, AVID (Advancement Via Individual Determination), Title II, Part D (Technology), Everyone-a-Reader,
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No yes	If yes, describe: Improved English proficiency and academic achievement will be assured through: 1) the process of providing ongoing training and support for teachers, 2) strengthening home-school communication, 3) establishing new interventions and monitoring established interventions for EL students, and 5) providing time bi-monthly for teacher articulation regarding ELD program.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes or No</p> <p>yes</p>	<p>If yes, describe:</p> <p>Parents are encouraged to participate in all district and school site committees which include: LCAP, SSC, ELAC, DELAC, Technology, PAC (Migrant Education), PTA, PTSA, Charter Council. Bilingual paraprofessionals serve as translators at parent conferences. All newsletters and home-school communications are translated into Spanish. At least one member of each school site staff is bilingual and available to parents via phone or in person. In addition, three key programs may serve parents of LEP students:</p> <ul style="list-style-type: none"> • Parent Institute – six week class providing parenting skills and promoting parent involvement • Migrant Education – many of the district LEP students also qualify for Migrant Education programs • ELAC/DELAC
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes or No</p> <p>yes</p>	<p>If yes, describe:</p> <p>Increased use of and access to technology resources by EL students is an established objective of the recently updated and state approved District Technology Plan. Highly qualified staff (CLAD/BCLAD) are all qualified to teach required computer skills to EL students. Computer centers at all schools are available for structured computer skills classes and/or research (e.g. Compass Learning computerized instruction, Accelerated Reader, ST Math, Study Island, Imagine Learning) and at the middle/high school levels Computer Skills and Technology classes are part of the elective rotation for 65% of 6-8th grade students and 100% of high school students. School and district web sites provide current information regarding all standards, programs, and activities, while internet access is provided to all students with oversight by staff.</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No</p>	<p>If yes, describe:</p> <p>The district is scheduling professional development for all paraprofessionals through the San Diego County Office of Education, Migrant Education Region IX and CABE. The District also contracts annually with various providers to ensure a comprehensive program.</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; transform: rotate(-90deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<ol style="list-style-type: none"> 1. a-g Annually, parents will receive a written explanation of the following information: <ul style="list-style-type: none"> • Reasons for the identification of their child as EL (Home Language Survey and score of initial CELDT test) • Child’s level of English proficiency and how it was assessed (explanation of CELDT level and exam) • Method of instruction the student will receive (includes waiver process) to include ELD/SDAIE and materials to be used, teacher authorization, benchmarks and objectives, and subjects to be taught • Specific exit requirements (CAHSEE, graduation/promotion requirements, and expected academic progress) • Back-to-school night and parent conference information in primary language • Report card information provided in primary language • Information available upon request regarding teacher credentials and bilingual instructional assistants. • Federal Program Monitoring requirements and how the program meets the needs of their child • How district selected research-based ELD materials • Information regarding the ELAC and DELAC meetings and how to participate, travel to and from, and contact all school community members • Information regarding Special Education services for students with disabilities

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>h. Following the initial placement, parents are advised of their child’s academic progress in writing at each semester and if and when any change in classification or program occurs. Parents are advised in writing of all DELAC/ELAC committee meetings and SSC meetings are posted in monthly e-flyer newsletters (Spanish and English). Annual parent notification takes place within 30 days of the beginning of each school year and includes detailed program descriptions, options and parents’ rights. Translation services at Back-to-school nights are available and also for parent conferences.</p> <p>Title III funds are also used to hire teachers and bilingual instructional assistants at schools in order to communicate regularly with parents and ensure proper dissemination of information.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>At the time of registration parent and students will receive all information regarding program placement. Students are initially assessed, parents receive scores along with interpretation of results and suggested placement using multiple criteria. All parents of program students are advised that placement is at their discretion.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>If the District or individual school site fails to make AYP (adequate yearly progress) as defined by NCLB for State and Federal guidelines, all parents will be notified of such failure in writing in a language they understand no later than 30 days after such failure occurs. Bilingual staff members and bilingual instructional assistants will be available to answer questions, explain AYP, lack of school progress and school choice options. Several meetings will be held for this purpose and childcare will be provided.</p>