

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: 27 66092 0000000

LEA Name: Monterey Peninsula Unified School District

Title III Improvement Status: Year 4+

Fiscal Year: FY16-17

EL Amount Eligibility: \$300,091

Immigrant Amount Eligibility: \$54,762

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 Based on current data for language learners, including local benchmark data, SBAC data, AMAOs, and reclassification rates, the district will revise and implement a phased strategic plan to embed English Language Development standards, practices and requirements into the MPUSD educational community that explicitly connects and supplements the alignment of all data results to create a comprehensive holistic representation of EL progress through means of the LCAP.</p>
	<p>Use the sub-grant funds to meet all accountability measures EL coaches will be hired to support program implementation, model instructional strategies, and coach teachers in developing standards based units and lessons that support English Learners based on best practices as outlined by the ELA/ELD Framework.</p>
	<p>Hold the school sites accountable The Superintendent or designee will monitor the progress of EL students and in coordination with the EL Director, principals, and other support staff, make recommendations to advisory committees for services.</p>
	<p>Promote parental and community participation in programs for ELs MPUSD will improve access to the EL vision and work for all students in need through a planning and building process that engages leaders in representing the administration, instructional community, Board of Education, and the community around current data and LCAP development both through active site level ELACs and the DELAC.</p>

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 Sites will provide daily designated and integrated ELD instruction aligned to ELA/ELD framework expectations for initial instruction (AVT). Specific instructional routines and high leverage strategies will be used by all teachers serving English learners throughout the content areas (AVT & R180). English learners enrolled in an English learner program for 5 years or more will be provided with an intensive language support program (English 3D).	0.5 FTE ELD Coaches at 6 Secondary Schools/Whole year; Bilingual Community Liaisons/Whole year; Intervention Teachers/Whole year	ELD Coaches salary cost; Bil. Com. LL Salary cost; Intervention Teachers(EL/Read 180) Salary cost; English 3D & AVT Toolkits	\$276,723.55 \$271,112.39; \$1,563,689; \$53,215	EL (\$276,723.55), LCAP (\$271,112.39), LCAP (\$1,563,689), Lottery Prop20 (\$53,215)
	Provide high quality professional development; TK-12 teachers, will participate in a full-day institute MPUSD to incorporate high leverage EL routines and strategies consistently, across content areas. Instructional leaders will participate in the Kinsella - Hancock Monterey County sponsored Institute focusing on coaching and supporting	ELD Director, Teachers/PD release time, extra hours, consultant fees New and select returning teachers; ELD Coaches ELD Director, Secondary Director, Associate Superintendent, Curriculum	MCOE Training; Kate Kinsella, Jennifer Finney-Ellison AVT, English 3D, Read 180 PD; ELD Coaches Summer Institute	\$300; \$152,462.44; \$33,879.03	EL (\$300), Title I (\$152,462.44), EL carryover (\$33,879.03)

	<p>the implementation of high leverage language routines and strategies district wide.</p> <p>EL Articulation Day – Highland, King, Marina Vista, OT</p> <p>New Read 180, Math180, AVT and English 3D teachers will participate in program based training for designated curriculum.</p> <p>Site leaders will participate in district wide Leadership Academy focusing data analysis of long term English learners (LTELs).</p> <p>Director will coach site leaders in identifying, promoting and standardizing high leverage EL routines and strategies across content areas.</p>	<p>Director, Assistant Principals and all head principals</p> <p>Selected sites Teachers and Principal – one day</p> <p>Select teachers</p> <p>ELD Director</p>	<p>EL Articulation Day Substitute Coverage</p> <p>Math 180 PD, Read 180 PD, English 3D PD</p> <p>Director of ELD salary cost;</p>	<p>\$11,328.04</p> <p>\$6,468.15</p> <p>\$125,345;</p>	<p>EL Carryover (\$11,328.04)</p> <p>Title I (\$6,468.15)</p> <p>LCAP (\$125,345)</p>
<p>C. Required for Year 2</p>	<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>With an increased attention to CELDT levels and instructional implications at the earliest ages, we were able to make our goal of increasing the percentage of ELs making annual progress in learning English. Additionally, we were able to increase the percentage of ELs attaining English proficiency on CELDT in less than 5 years in our EL program. However, due to the inconsistent implementation of scaffolds for ELs evident in classrooms, we were not able to meet the percentage of students meeting CELDT proficiency for ELs enrolled in our English Learner program for 5 years or more.</p>			
	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>Teacher developed units of study are being updated and revised to include learning from the professional development focused on researched based effective EL strategies.</p> <p>ELD coaches will participate and model identified high leverage strategies embedded into units during unit development / revision. Co-planning, modeling /observation and lesson debrief will occur regularly as an integral part of the Coaching Cycle.</p>	ELD coaches	ELD coach salary	\$276,723.55

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:</p> <p>Most intensive ELs, as determined by multiple measures, will receive supplemental intensified instruction in phonics (System 44, SIIPS), reading (Read 180), and/or mathematics (Math 180), as needed.</p> <p>Puertas Abiertas (First 5 community outreach program) offered to EL families to impart important literacy skills and create a network of support in high needs learning communities.</p> <p>Targeted, intensive instruction (English 3D) for long term English Learners (LTELs) to move students into English proficiency. ELD Coaches extra support and mapping</p> <p>Students will be assessed using NWEA to monitor progress toward English proficiency in Language and Reading.</p> <p>All the sites are running EL program to provide additional support for EL students</p>	<p>Director of ELD /Whole year</p> <p>Teachers & Classified /Extra hours</p>	<p>EL Supp. Materials;</p> <p>Parent Outreach;</p> <p>DELAC/LCAP Parent involvement;</p> <p>Director of ELD salary cost;</p> <p>System 44 (King, OT & Highland);</p> <p>Math 180 (SMS & LAMS)</p> <p>Read 180 Secondary;</p> <p>ELD Coaches extra support/Mapping</p> <p>Assessment-CELDT, NWEA, DIBELS etc.</p> <p>Sites EL Intervention Program</p>	<p>\$4,431.66;</p> <p>\$1300;</p> <p>\$6,685;</p> <p>\$125,345;</p> <p>\$28,185.39;</p> <p>\$18,428.75;</p> <p>\$20,650;</p> <p>\$12,569.56</p> <p>\$24,698;</p> <p>\$369,781</p>	<p>EL (\$4,431.66),</p> <p>EL (\$1,300),</p> <p>LCAP (\$6,685),</p> <p>LCAP (\$125,345),</p> <p>Title I (\$28,185.39)</p> <p>Title I (\$18,428.75)</p> <p>EL Carryover (\$20,650),</p> <p>EL (\$11,451.61) EL Carryover (\$1,117.95)</p> <p>LCAP (\$24,698),</p> <p>LCAP Sites (\$369,781)</p>

F. EL Overall Budget	EL 2% for Administrative/Indirect Costs:	\$5,884.13
	EL Estimated Costs Total:	\$300,091

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
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G. Allowable Activities	Describe all allowable activities chosen by LEA relating to:				
	Puertas Abiertas (First 5 community outreach program) offered to Immigrant families to connect families in need with community resources, literacy skills and create a network of support.	Classified Bilingual Liaison, Director EL	Facilitator Kits for parenting Classes	\$1,804.00;	Fund 11-Adult Ed. (\$1,804),
	Intersession programs to focus on rapid language acquisition of survival English and language transfer as appropriate.	Teacher & Classified /Immigrant Students Intersession extra hours	Immigrant Students Intersession Suppl. Materials and transportation, Intersession extra hours pay;	\$25,703.27;	Immigrant/Immigrant Carryover (\$25,703.27),
	Tutorial support and mentoring program to facilitate entry into US school and socialization with peers.	Teacher & Classified /Immigrant Students extra support	Teacher & Classified /Immigrant Students extra support and supplemental materials	\$44,928	Immigrant (\$44,928)
	Accountability Leadership Institute for Immigrant Students;	Select District Office staff	Registration, Hotel and mileage	\$2,000	Immigrant (\$2,000)
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$2,918.77	
		Immigrant Estimated Costs Total:		\$54,762	