

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

Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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Required Activities	<p>1. New Haven Unified School District (NHUSD) provides services to English learner (EL) students that ensure they acquire English-language proficiency and learn grade-level standards-based academic content. New Haven is currently consulting with RAGAR Consulting to revise the English Learner Master Plan that will help to advise of different strategies moving forward. Currently, the following strategies remain in place: All students are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. EL students have access to state-adopted, standards-based and standards-aligned instructional materials in the core content areas of reading/language arts, mathematics and science. EL students, including those in enrolled in Special Education, are placed in one of the following instructional settings: All New Haven teachers who provide services to English learners hold appropriate certification or are in preparation for certification.</p> <p>NHUSD will use Title III funds in conjunction with state funds through the District’s LCAP, and the Race to the Top Grant to provide the following services to support EL students:</p> <ul style="list-style-type: none"> • EL Summer Academy • Intensified instruction for students and support for classroom teachers during the school day. • Supplementary materials to support Intervention Programs. • Supporting Instructional Coaches at the school sites who will support teachers with personal and school wide professional development needs, with an emphasis on the needs of English Learners. • Providing professional development to teacher leaders and administrators through monthly Targeted Leadership meetings that will focus on leadership development, data analysis, and goal setting. • Providing professional development to teachers research based language acquisition strategies. • Supporting a team of paraprofessionals who will: <ul style="list-style-type: none"> ○ Assist with CELDT assessment. ○ Facilitate communication to parents and other school staff regarding the goal of students achieving greater English proficiency. ○ Support District benchmark assessments. <p>The following activities to hold elementary and secondary schools receiving funds for the English Learner program will take place:</p> <ul style="list-style-type: none"> • The District board and administration will fully support the Public School Accountability Act. • The District will participate in all phases of the State’s standards-based assessment system, including the California English Language Development Test and the CAASPP. 	Teachers Principals Asst. Principals Directors Paraprofessionals	Class. Hourly Teacher Hourly Consultant Costs NWEA license	Varies \$44 per hour RAGAR fees \$67,000 \$112,650	LCFF Title III Race to the Top Grant

	<ul style="list-style-type: none"> ● Test data, API, and AYP results will be used to monitor programs and drive changes in instructional practice, when needed. ● Each site will develop and implement a Single Plan for Student Achievement, and the principal and School Site Council have the responsibility for monitoring progress and making needed revisions. ● Classroom teachers at grades K - 9 will administer the District benchmark assessments as adopted by the NHUSD Board of Education: Northwest Evaluation Association's <i>Measures of Academic Progress</i> (NWEA MAP). ● Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching will occur as needed. <p>New Haven Unified School District is committed to promoting parental and community participation in the English Learners program. Parent involvement is addressed in each site's <i>Single Plan for Student Achievement</i>. The Title III program supports extra efforts that are made to enter into a partnership with parents of EL students, including the following site-based and District-supported opportunities:</p> <ul style="list-style-type: none"> ● ELAC: All schools have an established English Learner Advisory Committee (ELAC) and as a result, EL parents are involved in developing site plans ● DELAC: Each school has a parent and staff representative on the District English Learner Advisory Committee (DELAC). ● Written translations: District written notification is provided in English and in Spanish, and at the sites where Spanish is spoken by 15 percent or more of the students in the school, as determined by the census data submitted to the CDE. ● These written translations are prepared for: <ul style="list-style-type: none"> ● Parent-teacher conference scheduling information. ● Academic Parent Teacher Team meetings at various school sites based on goal setting and activities to support learning at home. ● Progress reports. ● Notification about placement in the English Learner Program. ● Oral interpretation in Spanish and in other languages is available during parent-teacher conferences, and for phone call communications, at Individualized Education Program (IEP) meetings and at advisory meetings. ● Additional training activities are made available to families by NHUSD. Ultimately these activities assist parents in helping their children to improve their academic achievement, and support the parents in becoming active participants in the education of their children. These activities include: <ul style="list-style-type: none"> ○ Many site-based parent/family information events for parents to develop skills, techniques and strategies to assist their children at home. Adult School satellite programs for English literacy housed at several of the District elementary school sites. 	<p>Teachers Principals Asst. Principals Directors</p>	<p>Translation costs Teacher Hourly</p>	<p>\$12,000 \$44 per hour</p>	<p>LCFF Title I Title III</p>
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<p>Activities</p>	<p>2.In NHUSD effective instruction that is taking place now and that will continue to be in place include the following elements:</p> <ul style="list-style-type: none"> • ELD and SDAIE instruction in the core academic subjects. • Program goals promote high expectations for student success while developing a positive self-concept in students. • Ongoing monitoring of student progress takes place three times a year at the elementary level and quarterly at the middle and high school levels. Yearly review of progress will allow staff to: <ul style="list-style-type: none"> • Review the identification of benchmarks for proficiency levels. • Evaluate Measures of Academic Progress data for students at grades K-9. • Plan for instruction based on assessment data. • NHUSD English Learners with less-than-reasonable proficiency in English are placed in a Structured English Immersion classroom setting, while those with reasonable fluency are placed in English Language Mainstream setting. • Teachers deliver daily standards-based ELD instruction that supports the students in acquiring speaking, reading, comprehending and writing English as rapidly and effectively as possible. • Challenging instruction in English reading and writing to develop literacy skills is provided. <p>Teachers have received extensive training in the use of strategies that address the needs of English learners. Training topics have included:</p> <ul style="list-style-type: none"> • The use of graphic organizers to support comprehension • Support for students at all levels of the writing process, using interactive writing and interactive editing. aspects of shared reading that support English learners, and the monitoring of students' progress during independent reading. • Writing Workshop, including the <i>Continuum for Assessing Narrative Writing</i>. • FILL - Foundations in Literacy Learning • Teachers provide students access to core curriculum and support for their reaching mastery of content area subjects through: • The use of the standards-aligned content curricula and instruction that are implemented at all sites. • Specially designed academic instruction in English (SDAIE) • Academic Language Development <p>The proficient use of academic language is a key to attaining English proficiency and meeting CCSS. With mastery of academic language, English Learners are able to comprehend and analyze text, expand core content vocabulary knowledge, and write effectively. It is necessary that the instructional program for ELs supports their academic language development through various research-based strategies, which include:</p> <ul style="list-style-type: none"> • Significant opportunities for engaging in structured, academic talk • Participating in frequent Reading Aloud sessions • Participating in frequent Shared Reading sessions • Opportunities for purposeful Independent Reading sessions <ul style="list-style-type: none"> • Vocabulary instruction through word studies, including work on structural word families, semantic word families, and language registers • Guided Language Acquisition Design (GLAD) • Note taking and note making • Using Graphic Organizers 	<p>Teachers Principals Asst. Principals Directors</p>	<p>Consultant Costs Substitute Teachers Instructional Coaches Salary</p>	<p>Math studio - \$740,500 Comprehension At The Core - Teacher Hourly and Sub Costs- \$502,000 Stephanie Harvey Consultants - \$340,000 WestEd Reading Apprenticeship - Teacher Hourly - \$390,000- One Time West Ed Reading Apprenticeship Consultant Costs - \$452,810 - One Time Coaches salary - \$800,000/ annually</p>	<p>LCFF Title III Title II Title I Race to the Top Grant</p>
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<p>Allowable Activities</p>	<ul style="list-style-type: none"> • Vocabulary instruction through word studies, including work on structural word families, semantic word families, and language registers • Guided Language Acquisition Design (GLAD) • Note taking and note making • Using Graphic Organizers • Daily opportunities for writing by students, including Writers’ Workshop, interactive writing, and interactive editing. • CCSS aligned, State and district-adopted materials are provided for all K-12 students in Mathematics Science, and Language Arts <p>3. In order to meet the needs of EL students at all proficiency levels NHUSD works to ensure that teachers, administrators, parents, and community members remain up-to-date on current research and practices that improve the teaching of English Learners. Ongoing professional development has been conducted, and will continue, for all teachers on the Common Core State Standards and the pedagogical strategies to support the attainment of 21st skills towards College and Career readiness.. As resources for approaches and methodologies for increasing English language acquisition and academic achievement that are based on scientifically based research become available through the What Works Clearinghouse (WWC) provided by the United State Department of Education they will also be reviewed, examined and incorporated into our professional development program.</p> <p>Our Commitment to Professional Growth</p> <p>New Haven Unified School District is committed to providing focused professional development to all teachers and staff. Within the District’s Race To The Top Grant Scope of Work, professional development is addressed in a comprehensive, systemic way that includes empowering teachers and staff with the skills and approaches needed to work effectively in meeting the needs of all students, including the specialized needs of our English Learners. Specific goals of the RTT-D Scope of Work in support of training needs that are designed to improve the instruction and assessment of English learners include:</p> <ul style="list-style-type: none"> • Implementing Rigorous Curriculum Design Teams to build CCSS aligned units and lessons. • Implementing a system of ongoing collaboration among staff that includes articulation of curriculum • Using formative, benchmark, and performance-based assessment data to inform instructional practices • Participating in the Professional Learning Community process that includes a cycle of inquiry around four important questions: <ol style="list-style-type: none"> 1. What is it we want ALL students to know? 2. How will we know if students have learned it? 3. How will we respond when students experience difficulty in learning? 4. How will we respond when students already know it? 	<p>Teachers Instructional Coaches Principals Asst. Principals Directors</p>	<p>Consultant Costs Substitute Teachers Instructional Coaches Salary</p>	<p>Math studio Comprehension At The Core - Teacher Hourly and Sub Costs- \$502,000 Stephanie Harvey Consultants - \$340,000 WestEd Reading Apprenticeship - Teacher Hourly - \$390,000- One Time West Ed Reading Apprenticeship Consultant Costs - \$452,810 - One Time Coaches salary - \$800,000/ annually</p>	<p>LCFF Title III Title II Title I Race to the Top Grant</p>
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<p>Allowable Activities</p>	<ul style="list-style-type: none"> • Providing professional development in culturally responsive pedagogy and culturally relevant curriculum <p>The following professional development topics are a priority and are designed for all teachers, including ELD, sheltered, mainstream, and Special Education teachers:</p> <ol style="list-style-type: none"> 1. Writing Workshop 2. Math Studio 3. APTT 4. Reading Apprenticeship 5. Comprehension at the Core 6. <i>Using CELDT Results to Improve Student Learning:</i> Upon availability from the California Department of Education this guide will be used as a professional development tool to assist teachers in developing an organizational structure and process for using CELDT results to help English learners acquire English proficiency and meet state standards for academic achievement. 7. Monitoring the Progress of English Learners- As teachers participate in the ongoing Professional Learning Community (PLC) process they will address EL student progress, receiving support to evaluate whether or not students are achieving expected levels of language proficiency each year. The NHUSD <i>Expected Levels of Achievement by Years in the English Learner Program</i>, serves as a resource for professional development of all teachers during these sessions. 				
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<p>4. New Haven Unified is currently working with RAGAR Consulting and is in the process of revising the English Learner Master Plan. A Director of English Learner Program position has been submitted to the Board Trustees for approval in order to oversee the revision process and implement the new plan.</p>	<p>Director, EL Services</p>	<p>Consultant Costs</p>	<p>\$67,000</p>	<p>Title III</p>
<p>The plan will include providing professional development on the ELD standards connected to the Common Core State Standards.</p>	<p>Directors in Division of Teaching and Learning</p>			
<p>5. New Haven continues to analyze benchmark assessment data in order to organize and provide resources for student needs. Multiple measures are created at various points in the year in order to guide school sites in determining targeted interventions. The soon to be revised English Master Plan will also advise for increased support for EL students.</p>	<p>Principals Asst. Principals</p>	<p>Substitute Costs Teacher hourly</p>	<p>\$150 per day \$40 per hour</p>	<p>Race to the Top</p>
<p>2. Title III funds will be used to continue to extend the regular instruction program and focus on the needs of EL students:</p>	<p>Teachers Classified support</p>			
<p>First Five - Early literacy summer support for students who enroll into Kindergarten but do not have previous licenced day care or preschool experience.</p>		<p>Certificated Hourly Classified Hourly Administrative Salary</p>	<p>\$45,000 /Annual Cost - First Five (2013-2015)</p>	<p>First Five Alameda Grant</p>
<p>Transitional Kindergarten - An additional grade level for students who would turn five during their Kindergarten year.</p>			<p>\$525,000 / Annual Cost - Transitional Kindergarten</p>	<p>LCFF</p>
<p>EL Summer Academy - Summer school support for student who are English language learners in elementary school</p>			<p>\$57,200 / Annual Cost EL Summer Academy</p>	<p>LCFF / Title 3</p>
<p>21st Century Summer School - For students who attend Searles, Emanuele and Cesar Chavez Middle School. To assist with the transition into Kindergarten, Grade 1 and Middle Schools. For primary students, the emphasis is on early literacy and classroom routines.</p>			<p>\$521.077 / Annual Cost 21st Century Summer School</p>	<p>21st Century Community Learning Center Grant</p>
<p>Summer Bridges - Middle School to High School - Assist students in transitioning from Middle School to High School.</p>			<p>\$6,500 / Annual Cost - Administrative Cost for Summer Bridges</p>	<p>LCFF</p>
			<p>\$40,500 / Annual Cost - Teacher Salary - Summer Bridges</p>	<p>LCFF</p>

	<p>7. NHUSD will continue to use evaluative information to guide instructional decisions and make program improvements. The District will continue to monitor the progress of EL students by analyzing CELDT, SBAC, District criteria, and teacher input to determine:</p> <ul style="list-style-type: none"> • which students are making little progress. • the background factors they share in common (“what they come with”). • the programmatic approaches and environment provided (“what they receive”). <p>This information will help both school and District staffs strengthen curriculum and instruction, transfer students to more appropriate programs, or provide more intensive interventions.</p> <p>All of the current information will inform the revision of the English Learner Master Plan that will further determine a course of action.</p>	<p>Teachers Principals Asst. Principals Directors</p>	<p>Consultant Costs</p>	<p>\$67,000</p>	<p>Title III</p>
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	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	<p>8. NHUSD works to ensure that the parents of EL students become active participants in the educational program of their children. Ongoing opportunities for parents to become an integral part of the school and community and ensure academic success for their children include the following:</p> <ul style="list-style-type: none"> • ELAC meetings and workshops at school sites • DELAC. • Parent Literacy nights. • Parent education classes • Working with your child at home. • School Site Councils • Kids Zone Family Liasons 	<p>Teachers Principals Asst. Principals Directors Kids Zone Staff and Family Liasons</p>	<p>Translation Services and Bilingual Stipends</p>	<p>\$12,000</p>	<p>LCFF Title III</p>
	<p>9. NHUSD provides instructional technology to improve the instruction of LEP children:</p> <ul style="list-style-type: none"> • Electronic learning resources include chromebook devices for each student 6-12. At the K-5 level, devices are shared between 2 classrooms. • Electronic sharing and communication tools include: district email system and google docs used to collaborate on lessons/materials, online dynamic learning environment. • Incorporation of resources into curricula and via professional development in tech integration for teachers. • Support for parents and families of English Learner students through the New Haven Adult School and various school sites includes technology topics. 	<p>Teachers Principals Asst. Principals Directors</p>	<p>Devices</p>	<p>\$3,700,00/One time costs for devices</p>	<p>Race to the Top Grant LCFF</p>

	<p>10 NHUSD may choose to use Title III funds for attendance at additional conferences which include topics and demonstrations that are aligned with our English Learner Program needs.</p>	<p>Teachers Principals Asst. Principals Directors</p>	<p>Conference and Travel Costs</p> <p>Substitute Costs</p>	<p>Costs pending conference fees/location</p> <p>\$150 per day, sub costs</p>	<p>LCFF</p> <p>Title I</p> <p>Title III</p>
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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>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul 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; 	<p>Upon enrollment, Parents fill out a Home Language Survey that signals whether a student may be an English Learner. A primary language assessment is given, as well as the CELDT within 30 days</p> <p>Parent Notification Letters are sent to parents or guardians of students who are initially identified as English learners or those who have been identified as Initial Fluent English Proficient to inform them of their child’s:</p> <ol style="list-style-type: none"> 1. CELDT results 2. Primary language assessment results; 3. Program placement <p>Parent notifications are provided in a language the parent/guardian can understand.</p> <p>Parents may choose to opt out of a program setting (e.g., Structured English Immersion) for the student but cannot opt out of English Learner services provided to the student (e.g., CELDT Testing, ELD instruction, access to core curriculum, intervention, etc.)</p>	<p>Parent</p> <p>Centralized Enrollment Staff</p> <p>English Learner Program Administrators</p> <p>Translators</p>	<p>Translation services</p> <p>Printing Postage</p>	<p>\$12,000</p> <p>\$5000</p>	<p>LCFF</p>

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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. 	The individualized education program (IEP) team determines placement of each special education student regardless of language proficiency	IEP Team	Substitute costs	\$150 per day	Special Ed Funds
<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>		For students who enroll after the beginning of the school year, this process will take place within two weeks of being placed in a language program.	Parent Centralized Enrollment Staff English Learner Program Administrators Translators	Translation services Printing/Postage	\$12,000 \$5000	LCFF
<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>		If the LEA fails to make progress on the annual measurable achievement objectives, all parents will be notified of such failure no later than 30 days after such failure occurs.	Director, English Learner Program English Learner Program Administrators Translators	Translation services Printing/Postage	\$12,000 \$5000	LCFF