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: 37-68338-6061964   **LEA Name:** The O'Farrell Charter School **Title III Improvement Status:** Year 2

Fiscal Year: 2016-2017   **EL Amount Eligibility:** $31,652 **Immigrant Amount Eligibility:** $1,176.00

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	**Implement programs and activities in accordance with Title III** The O'Farrell Charter School will implement an instructional program in English Language Arts (Springboard in middle school, Wonders and Benchmark in elementary school, and course-specific literature and curriculum in high school) and math with extra vocabulary and push-in paraprofessional support on a daily basis in order to meet the needs of English language learner students. A variety of strategies including AVID critical reading, accountable discussions, collaborative activities, sentence frames, and vocabulary development will be used to support the implementation of common core instruction in English Language Arts and to ensure that all English learners have access to these content standards.
	Use the subgrant funds to meet all accountability measures Subgrant funds will be used to cover the salaries of our ELL support staff that provide push in and pull out support within content classes solely for our ELL students. An additional after school course is offered for ELL students during which they receive tutoring and assistance with specific learning goals.
	Hold the school sites accountable CELDT results, common benchmark assessments in math and English language arts, and an analysis of student writing will monitor EL progress in grade level academic content. Teachers meet weekly in PLCs to analyze data and create action plans based on the results of ELL student scores.

	Promote parental and community participation in programs for ELs The O'Farrell Charter School will provide information to parents through face-to-face meetings and fall/spring conferences, quarterly ELAC meetings, A-G training for high school parents, an annual Career Fair for K-12 students, email, phone calls, and mailed letters to students who receive services for Title III. Several parent events are held throughout the school year including Open House, Back to School, Curriculum Night, Family Carnival in the spring, and student performances, including student led portfolio exhibitions. Families are invited to celebrate promotions, graduations, and reclassification ceremonies, as well as award ceremonies for academic achievement. Materials and resources are provided to families so that they can support and help their students at home. "Homebase" teachers communicate regularly with their students' families regarding academic achievement, attendance, behavior, community service, and school involvement.

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** All K-12 teachers will teach English Language Arts and math using the adopted curriculum and EL strategies, with instruction being focused on reading comprehension, reading endurance, and grammar.				Other, LCFF
	Provide high quality professional development In the fall of 2015 and supported throughout the year through monthly professional development, teachers will target structured oral and written responses (i.e. RACE) and academic discourse using sentence frames. In addition, teachers will learn about and implement differentiation strategies in order to group and regroup students based on learning goals.				Other, LCFF

C. Required for Year 2	**Goal 2 Improvement Plan Addendum* (IPA) for items A-B:**
	A. ELL paraprofessionals will be hired, trained and continue to be employed each school year to complete the following actions:
	    1. Assist students in classrooms through push-in services. Daily schedules and student lists are determined by CELDT and CAASPP data analysis.
	    2. Hold daily after school tutoring for students at CELDT levels I and II, non-English speaking students, and ELL students in need of remediation.
	    3. Prior to CELDT testing in the fall of 2015, all EL students will meet with EL aides to discuss the importance of the CELDT test.
	
	B. In the fall of 2017, English instruction in the middle and high school will be focused on reading comprehension, reading endurance, and grammar to prepare EL students for the CELDT test in September of 2017. Professional development for teachers will be aimed at best practices for EL students within different levels as well as common expectations for instruction. Professional development will target academic discourse using sentence frames from structured class discussions (i.e. Philosophical Chairs or Socratic Seminars).
	
	C. During the school year, teachers will target 3 CELDT level INTERMEDIATE EL students and study their progress within their PLCs and discuss evidence of their learning.
	
	Please describe the factors contributing to failure to meet desired accountability measures. Factors contributing include poor attendance to after school support and tutoring and low reading scores.

D. Required for Year 4	**Goal 2 IPA* for items A-B:** **Please describe the factors contributing to failure to meet desired accountability measures.**				
	Please describe all required modifications to curriculum, program, and method of instruction.				

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 **Describe all allowable activities chosen by LEA relating to:** These funds will pay for a portion of the These services for ELL students are supplementary in nature to provide additional support for English Language Learners above and beyond what other students in courses receive. Paraprofessionals provide push in and pull out support solely to ELL students. *Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities	ELL Paraprofessionals (3 full time and 2 part time hourly) Title III Coordinator Principals	$31,652 (Title III)	$148,000	Title III ELL and LCFF
F. EL Overall Budget	EL 2% for Administrative/Indirect Costs:		0	
	EL Estimated Costs Total:		$31,652 (Title III) $116,348 (LCFF)	

Plan to Provide Services for Immigrant Students

Please complete this table IF the LEA is receiving or planning to receive Title III Immigrant funding.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities **Describe all allowable activities chosen by LEA relating to:** Enhanced instructional opportunities to immigrant students and their families This service includes a paraprofessional who provides push in and pull out support for immigrant students in classes that is supplementary in nature to provide additional services above and beyond what other students receive. *Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities	Paraprofessional Title III Coordinator Principals	$1,176.00 (Immigrant)	$20,000	Title III Immigrant and LCFF
	Immigrant Administrative/Indirect Costs:		0	

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H. Immigrant Overall Budget	Immigrant Estimated Costs Total:	$1,176.00 (Immigrant) $18,824 (LCFF)

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