

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: 40-68759-000000 LEA Name: Lucia Mar Unified School District Title III Improvement Status: Year 4 +

Fiscal Year: 2016-2017 EL Amount Eligibility: 135,387 Immigrant Amount Eligibility: 8,077

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- Goal 1a- Lucia Mar Unified School District provides the following supplemental instructional services to students identified as English Learners and Immigrant Students:</p> <ul style="list-style-type: none"> • Consistent implementation of supplemental EL strategies including differentiation for English Learners and Immigrant students. • Provide extended day/extended year academic opportunities targeting English Learners and Immigrant students needing additional support in mastering academic content standards. These include before and after-school and summer school programs. • Hire personnel to provide supplemental small-group differentiated ELA/ELD instruction to English Learners and Immigrant students • Purchase supplemental materials to fill deficiencies and/or to enhance instruction for students in ELD and core content for both English Learners and Immigrant students. • Provide professional development for teachers, and administrators based on English Learner strategies for accelerating language acquisition and academic achievement. • Curriculum and Instruction EL Teacher Meetings are regularly held with site EL Teachers to align supplemental programs and to provide guidance and support to the sites. • Provide training for parents to further equip them to effectively support their children’s progress in acquiring English and mastering grade level content. • Identify and implement district-wide research based strategies for English Learners, including Sheltered English Immersion, Explicit
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ELD Instruction, and Integrated/Designated ELD instruction in core subjects through SDAIE.

- Provide transportation for children to attend intervention programs at the middle school level.
- Support English Learners students with funds for college going culture.

Use the subgrant funds to meet all accountability measures-

Goal 1b- Lucia Mar Unified School District distributes Title III and Immigrant funding to all school sites based on number and need of students. Each school provides Integrated and Designated instruction based on the English Learner Students at their school site to:

- Provide extended day/extended year academic opportunities targeting English Learners and Immigrant students needing additional support in mastering academic content standards.
- Hire personnel to provide supplemental small-group differentiated ELA/ELD instruction to English Learner students.
- Purchase supplemental materials to fill deficiencies and/or to enhance instruction for students in ELD and core content.
- Provide on-going professional development and coaching to teachers on high-quality standards based instruction in ELD, on incorporating supplemental language strategies into content subjects to increase the attainment of English language proficiency.
- Provide training for parents to further equip them to effectively support their children’s progress in acquiring English and mastering grade level content.

Hold the school sites accountable-

Goal 1c- Lucia Mar Unified School District is committed to monitoring the academic achievement of English Learners and Immigrant students in all academic areas. To ensure that students are making satisfactory progress towards interim and annual goals:

- The district addresses the language and academic needs of English Learners and Immigrant students in the Single Plan for Student Achievement.
- The district has developed local measures to guide instruction to ensure that English Learners and Immigrant students are making satisfactory progress towards annual goals.
- The Principal monitors English Learners student placement in classes, ensures appropriate teacher authorizations, and visits classrooms to monitor Integrated and Designated ELD and SDAIE lesson implementation.
- Each site has an English Learner Advisory Council that meets five times a year. The principal attends the ELAC meetings to ensure the implementation of district plans to meet the language and academic needs of English Learners Students.
- District ELD/Intervention teacher resource teams to oversee programs at the elementary, middle and high schools provide monitoring and support to sites .
- The district has an on-going English Learners monitoring system that gives teachers and administrators easy access to relevant LEP student information, i.e., CELDT level, CELDT growth, MAP Assessment, and CAASPP results.

Promote parental and community participation in programs for ELs-

Goal 1d- Lucia Mar Unified School District promote parental and community participation in LEP programs.

- Each school site includes a parent involvement component in their Single Plan for Student Achievement
- Schools with 21 or more English Learners will have an ELAC.
- Each school will have representation on the DELAC. Leadership and parental involvement training will be offered for parent leaders and members.
- Provide daycare at school meetings for the parents of English Learners students.
- Ensure that all school communication sent home are translated into languages represented in the district
- Parent Liaisons to educate parents on how to foster a positive educational environment at home and at school.

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- Lucia Mar Unified School District provides all students a base program that includes high quality standards-based instructional materials that are adopted by the State of California.</p> <ul style="list-style-type: none"> • ELL TOSA will provide support and English learner guidance, facilitate and monitor professional development in order to provide high quality language instruction based on scientifically based research including Integrated and Designated instruction, SDAIE strategies, and small group differentiated practices. • Teacher Support TOSAs at all sites will develop and lead professional learning for staff that is targeted on supplemental EL best practices. • Implementation of the ELD/ELA Framework K-12 with the additional supports needed for English Learners. This was facilitated with a new LEA/ELD Adoption of the Wonders curriculum in May of 2016. 	<p>Kelly Logue</p> <p>18 Site TOSAs</p> <p>19.8 Intervention Teachers for ELD/ELA/Math</p>	<p>Title II- Partial Salary and benefits.</p> <p>LCAP- Partial Salary and benefits.</p> <p>LCAP- Partial Salary and benefits.</p>	<p>\$78,125</p> <p>\$792,157</p> <p>\$1,696,450.</p>	<p>Title II</p> <p>LCAP</p> <p>LCAP</p>
	<p>Provide high quality professional development- Lucia Mar Unified School District provides staff ongoing professional development opportunities designed to further deepen the level of quality, supportive language instruction by:</p> <ul style="list-style-type: none"> • Professional development on integrated ELD instruction. • Offer Professional Development opportunities to sites on supplemental materials and strategies to best support English Learners. • Supplement core programs with professional development in Thinking Maps and Write from the Beginning to enhance and support 	<p>Kelly Logue, 18 Site TOSAs</p>	<p>Thinking Maps Writing Program & trainings</p>	<p>\$7, 500</p>	<p>LCAP</p>

	English Learner students.				
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.</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>Lucia Mar Unified School district is currently placed in the 4+ placement year of Program Improvement status. While in PI status, the district has continued to make small gains in all categories of AMAO measurement but still fail to achieve “meeting target” levels in AMAO 1 & 2. Students meeting AMAO 1 targets have increased 3% over the last three years from 53.6% to 56.6%. This is still 3.5% below our district target of 60.5%. For AMAO 2, EL students who are less than 5 years in the cohort group are maintaining a level of approximately 21% of students reaching the target. This is also below our goal of 24%. Those students in the 5+ year cohort group are faring much better with this group only .5% below the AMAO 2 target of 50.9%.</p> <p>Despite underachieving our federal AMAO targets, much work is in progress to ensure district EL students move toward exceeding them. Ongoing obstacles and efforts in the EL program include:</p> <ul style="list-style-type: none"> • The late spring adoption of the Integrated and Designated Wonders ELA/ELD curriculum. • Lower capacity of administrator’s in coaching quality instruction in the area of ELD. • Transition between initiatives, assessment practices, and new expectations. • Delayed adoption of a solid common core K-5 math curriculum. • Delayed access to intervention and common core practices due to district technology needs. 				

	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>Purchase, offer primary training, and ongoing implementation of McGraw-Hill Wonders ELA/ELD curriculum as our Core.</p> <p>Principals will coach teachers during classroom walk through and observations. All site administrators are currently experiencing supplemental ELD training sessions in this arena.</p> <p>TOSA and site EL Rep Committee to plan, field test, and offer supplemental PD on Late Start Mondays in the areas of Integrated and Designated ELD. This training is in supplemental to CORE training that is delivered with the adoptions of Wonders. (Teacher Extra Duty)</p> <p>Implement LCAP supported interventions by hiring highly qualified instructors to serve as intervention teachers at all schools.</p> <p>Fund substitutes for EL-Site Rep teachers to attend District EL planning and training. These reps. will return to offer supplemental services at their individual schools.</p> <p>Increased participation in AVID at all levels. Add 3 elementary school AVID programs including staff training, membership fees, and materials and supplies. AVID Elementary includes a parent participation component.</p>	<p>Ron Walton</p> <p>Kelly Logue, Site Administrators</p> <p>Kelly Logue</p> <p>Site Administrators</p> <p>Site Administrators</p> <p>Deborah Schimandle</p>	<p>CORE Materials</p> <p>Teacher Extra Duty</p>	<p>\$300,000+</p> <p>\$1,500</p> <p>\$10,000</p> <p>\$10,000</p>	<p>LCFF</p> <p>Title III</p> <p>LCAP</p> <p>Title II, LCAP</p> <p>LCAP</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> <p>Provide each site with EL students with Title III funds to be used to access supplemental strategies, staffing, and materials for EL programs.</p> <p>Fund staff to provide supplemental staff development to staff and administrators and plan/coach/and improve instructional practices and curriculum that enhance EL instruction.</p> <p>Substitute time to allow teachers to attend district led trainings related to the Wonders Integrated and Designated ELA/ELD Curriculum. All district staff have already been trained on this newly adopted curriculum that includes Integrated and Designated instructional delivery. Supplemental trainings will be provided to those staff members and intervention teachers who desire/require more focused information on language development, linguistics and deeper language based instructional practices for those more intensive students.</p> <p>Supplemental math before and after school ELD & math tutoring allocated to sites based on EL numbers.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	Site Principals		\$87,000	Title III
		Ron Walton Kelly Logue Deborah Schimandle	Salaries, materials, intervention programs.	\$29,679	Title III
			Substitutes, training materials conference registration	\$9,500	Title III
			Teacher Hourly pay	\$5,000	Title III
			EL 2% for Administrative/Indirect Costs:		\$2,708

F. EL Overall Budget	EL Estimated Costs Total:	\$135,387
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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> <p>Provide training and information for parents to further equip them to fully support their children’s progress in acquiring English and mastering grade level content. This includes developing student and family skills with educational technology and access.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	Kelly Logue	Materials and supplies.	\$7915	Title III-Immigrant:
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$162	
		Immigrant Estimated Costs Total:		\$8077.00	