

Title III LEA Plan Performance Goal 2

All limited 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: 5676828 LEA Name: Santa Paula Unified Title III Improvement Status: Year 0

Fiscal Year: 2016-2017 EL Amount Eligibility: \$191,466 Immigrant Amount Eligibility: \$4,651

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</p> <p>SPUSD will provide:</p> <ul style="list-style-type: none"> Designated ELD for all EL students in grades K-12 (30 minutes for grades K-2 and 45 minutes for grades 3-5) Integrated ELD support in content classes Additional ELD class for newcomers in grades 6-12 Long-Term EL class at Alternative High School Long-Term English Learner Support class at Middle School (AVID Excel) EL Coaches (K-8) EL Counseling Services Grades 6-12 Instructional Assistants in designated core classes to support access to curriculum Summer School <ul style="list-style-type: none"> • Long-Term English Learner Academy for students entering Middle School • ELD Newcomer Academy for High School students in grades 9 – 12 Opportunities for Parent Involvement <ul style="list-style-type: none"> • Parent Workshops K-12 • ELAC at school sites • DELAC district level |
|----------------------------|--|

- ESL/Literacy Classes for Adults
- Professional Development
- Integrated and Designated ELD
 - EL Shadowing (grades 6-8)
 - Structured Academic Discourse

All K-5 elementary schools will receive ELD support through an EL Coach (Teacher on Special Assignment).

The ELD Coach will:

- Support the full implementation of SPUSD ELD program
- Model ELD strategies through classroom demonstrations
- Assist and support teachers in the implementation of ELD and SDAIE strategies
- Participate in PLCs to support curriculum implementation and lesson design
- Conference with teachers to discuss student progress
- Administer language assessments (i.e. ADEPT)
- Provide professional development in alignment with the CA ELA/ELD Framework

In order to support English Learners attain proficiency throughout the school year the District will provide the K-8 schools with an EL Coach. The coaches provide teachers, administrators, and support staff with professional development on Designated and Integrated ELD as well as the implementation of research-based strategies to implement in all content areas. The District will provide an EL Academy during summer school that targets long-term English learners in 5th grade. A second EL Academy at Santa Paula High School will serve students who are designated as newcomers and who have CELDT scores Beginning through Early Intermediate. An EL Counselor will provide support to students at the comprehensive high school throughout the school year and in summer to meet academic standards by monitoring grades and providing intervention as needed.

Use the subgrant funds to meet all accountability measures

Funds are used for the following supplementary services as part of the language instruction program for EL students:

- English language development instruction
- Enhanced instruction in the core academic subjects
- High-quality professional development for teachers and other staff

The K-5 EL Coaches conducted a professional development on Designated and Integrated ELD for teachers and principals.

Hold the school sites accountable

The EL programs at each site will be monitored on a quarterly basis to ensure alignment to EL goals by the following documentation:

- Professional Development agendas
- ELAC/DELAC minutes
- Monthly EL Coach Updates
- Master Schedule verification of EL classes offered for middle and high schools
- Grade Level Instructional Schedules for K-5 schools
- Data Meetings/PLCs to review grades of all EL students
- Administrative walkthroughs to ensure academic discourse is occurring in the classrooms
- Disaggregate local assessment data in ELA and Math to ensure EL students are accessing curriculum
- Utilize CELDT scores to determine ELD placement
- Establish SMART Goals based on CELDT data to monitor progress in English language proficiency (AMAO 1)
- Establish SMART Goals based on CELDT data to monitor the percentage of students attaining English language proficiency (AMAO 2)

Promote parental and community participation in programs for ELs

All communication is provided in the different languages of the community. Parental and community participation will be promoted through Ed Connect, newsletters, website, Superintendent's Newsletter, principal communication, phone calls, flyers, surveys and local newspapers. Participation is also offered through bilingual workshops. Family literacy, parent outreach, and training activities are designed to assist parents in becoming active participants in the education of their children.

The District will invite parents of EL students to serve on advisory committees at the school site level (ELAC) and the district level (DELAC). All schools have a properly constituted English Learner Advisory Committee (ELAC). Each school has a parent and staff representative on the District English Learner Advisory Committee (DELAC). Parent workshops will be provided to encourage and support parents to become involved in the SPUSD school community. Adult ESL and Literacy classes will be offered throughout the school year.

| 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</p> <p>The LEA provides K-8 EL Coaches (Teachers on Special Assignment) and instructional assistants for grades 9-12 to support classroom teachers in order to provide highly quality language instruction based on scientifically based research.</p> | Assistant Superintendent Director of State and Federal Projects EL Coaches Site Principals | Cost of EL Coaches (TOSA) Cost of Bilingual Instructional Assistants | \$115,009 \$45,381 | Title III LEP Title III LEP |
| | <p>Provide high quality professional development</p> <p>The LEA and school sites provide professional development for classroom teachers, principals, administrators, parents, and other school personnel designed to improve instruction for all English Learners in developing language proficiency.</p> | Assistant Superintendent Director of State and Federal Projects EL Coaches Site Principals | Cost of high quality professional development for teachers, counselors and administrators | \$27,326 | Title III LEP |
| | | | | | |

| | | | | | |
|-------------------------------|--|--|--|--|--|
| 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>Please describe all required modifications to curriculum, program, and method of instruction.</p> | | | | |

*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

| 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>Supplementary services as part of the language instruction program for EL students</p> <p>Upgrading program objectives and instructional strategies</p> <p>Identifying and improving curricula, materials, and assessments</p> <p>Intensifying instruction</p> <p>Acquiring or developing of educational technology</p> <p>Coordinating language instruction programs with other programs and services.</p> | <p>EL Coaches</p> <p>Classroom Teachers</p> <p>Common Core Coordinators</p> <p>Technology and Professional Development Coordinator</p> | <p>Cost of EL Coaches</p> <p>Instructional Assistants</p> | Stated above | Stated above |
| | F. EL Overall Budget | | EL 2% for Administrative/Indirect Costs: | | \$3,754 |
| | | EL Estimated Costs Total: | | \$191,466 | |

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> | Principals EL Counselor Director of State and Federal Programs Classroom Teachers Instructional Assistants Clerical Support | Cost of Parent outreach, workshops, and training | \$2,280 | |
| | Support for personnel, including instructional aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth. | | | | |
| | Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children. | | Cost of Extra hours for outreach and parent workshops | \$2,100 | |
| | Profession of tutorials, mentoring, and academic or career counseling for immigrant children and youth. | | | | |
| H. Immigrant Overall Budget | | Immigrant Administrative/Indirect Costs: | | \$271 | |
| | | Immigrant Estimated Costs Total: | | \$4651 | |