

2017-18 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: 4169062 LEA Name: Sequoia Union HS District/EPAA Consortium Title III Improvement Status: Year 4

Fiscal Year: 2017-18 LEP: LEP Amount Eligibility: \$125,303 Immigrant Amount Eligibility: \$26,492

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> <ul style="list-style-type: none"> • Explore means by which to ensure all LTELs receive language development instruction during their school day: Focus on English I and II Support • Further define the District’s professional development plan - E.L. Achieve- Constructing Meaning (CM) to enhance teachers’ understanding of Integrated ELD <ul style="list-style-type: none"> ○ EL Achieve: Constructing Meaning Institute (Cohorts of 25 teachers: 2 cohorts in the Fall and 1 cohort in the spring) ○ Revise District EL Achieve Implementation Plan ○ Support in the develop of their own EL Achieve Implementation Plan • Continue to support ELD teachers in their understanding of Designated ELD through a 3-Day advanced institute (E.L. Achieve: Systematic ELD) • Support teachers who participated in the first cohort of Constructing Meaning in the implementation of CM strategies via small group collaborate facilitated by a district coach (release time/stipend) • Align District-wide English I Support course scope and sequence • Monitor/support full implementation of English 3D including language assessments in English I and II Support courses • Align the curriculum and assessments (exit criteria) for English I and II Support courses
	<p>Use the subgrant funds to meet all accountability measures</p> <p>Subgrant funds will be primarily used for supplemental support provided by site Bilingual Resource Teachers.</p>
	<p>Hold the school sites accountable</p> <p>The district will hold monthly meeting with site BRTs and will support quarterly meetings for EL Site Teams to analyze data for the purpose of measuring EL student progress and refining instructional practices as needed.</p>

	<p>Promote parental and community participation in programs for ELs SUHSD supports a District Parent Coordinator to ensure a wealth of engagement and educational opportunities are available for parents of English Learners such as: <i>DELAC Meetings, 9th Grade Transitional Workshops, Compass Parent Meetings, Migrant Education Program Workshops, Parent Project, etc.</i></p>
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How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source EL, Immigrant, other
B. Required Content	<p>Provide high quality language instruction</p> <ul style="list-style-type: none"> SUHSD provides high quality language instruction through both Designated and Integrated ELD. For ELD, students receive daily instruction differentiated by English Language proficiency levels. English Learners at emerging levels of proficiency may be clustered in content classes in order for teachers to provided targeted support. All teachers hold the appropriate authorization to teach English Learners. 	Principals/ Teachers			LCFF -Base
	<p>Provide high quality professional development</p> <ul style="list-style-type: none"> Including CELDT and LTEL information in the District PD scheduled for September and January. Continue partnership with E.L. Achieve for Designated and Integrated ELD <ul style="list-style-type: none"> - Systematic ELD Advanced Institute for ELD Teachers (3-Days) - Constructing Meaning for core teachers (2 cohorts) - Leadership Institute for teacher leaders and administrators 	Administrators Teachers / Instructional Coaches Throughout the year			Base- General Fund LCFF - Base

C. Required for Year 2	Please describe the factors contributing to failure to meet desired accountability measures.
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How the LEA will:	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source EL, Immigrant, other
D. Required for Year 4	<p>Goal 2IPA* for items 1-2: Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>Students are not meeting English language proficiency as evidenced by the California English Language Development Test (CELDT) nor are they meeting the District’s reclassification criteria. For the past three years, the percent of ELs attaining English Proficiency on the CELDT for either group (Less than and More than 5 years) has remained stagnant or increased by less than 2%. In addition, the 2016 Smarter Balanced Assessment of California (SBAC) results demonstrate a gap between ELs and all students:</p> <ul style="list-style-type: none"> ○ English Language Arts (ELA): <ul style="list-style-type: none"> • Met or Exceeded Standards: All (59%), EL in country 1+ years (6%) • Nearly Met Standards: All (20%), ELs in country 1+ years (26%) • Not Met Standards: All (21%), ELs in country 1+ years (68%) ○ Mathematics (Math): <ul style="list-style-type: none"> • Met or Exceeded Standards: All (46%), ELs in country 1+ years (5%) • Nearly Met Standards: All (20%), EL in country 1+ years (9%) • Not Met Standards: All (34%), EL in country 1+ years (86%). <p>Factors contributing to this consist of: teacher turn over (both ELD and English Support teachers), the discontinuation of benchmarks assessments, changes in our reclassification timeline, outdated instructional materials (ELD), placement/exit criteria into support classes, inconsistency in the implementation of English 3D, lack of scope and sequence for English I and II Support classes, alignment of curriculum and assessments for measuring language progression and exiting support classes.</p>			

	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>Support a Bilingual Resource Teacher at each of the SUHSD high schools and continuation school:</p> <ul style="list-style-type: none"> • Monitor academic progress of ELs • Support implementation of SysELD and CM through coaching, mentoring and/or facilitating meetings • Support implementation of English 3D in English support classes • Conduct site LTEL quarterly meetings <p>Support one Newcomer Classroom Teacher at East Palo Alto Academy.</p>	Bilingual Resource Teacher	Salary/ Benefits	\$113,087	Title III-LEP
		Teacher	Salary/ Benefits	\$ 9,710	Title III-LEP

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>To supplement our core programs, provide sites with additional funding for English Learner support services such as: Bilingual Aids, Bilingual Parent Liaison, Supplemental Materials, Field Trips, Tutoring Center, summer school, credit recovery courses, etc:</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	Principals/ Bilingual Resource Teacher	Bilingual Aids/ Parent Liaison / Professional Development/ Parent Involvement/ Extended Day/Summer	\$268,000	LCFF
	F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$ 2,506
		EL Estimated Costs Total:		\$125,303	

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:</p> <p>Hire a .4 District Bilingual Resource Teacher to support the following:</p> <ul style="list-style-type: none"> • For Immigrant students, research, obtain and provide supplemental materials to enhance ELD Units • District-wide Implementation of Systematic ELD and Constructing Meaning Teachers 	District Bilingual Resource Teacher	Salary/Benefits		Title III- Immigrant
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:			\$530
		Immigrant Estimated Costs Total:			\$ 25,962