

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: 2016-2017 EL Amount Eligibility: \$124,089.00 Immigrant Amount Eligibility: \$18,871.20

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 Continue the work started by the EL Task Force. <ul style="list-style-type: none">• Identify means by which to ensure LTELs receive language development instruction during their school day• Establish a district-wide professional development plan that will enhance teachers' understanding of the special needs of LTELs and how to meet them• Investigate programs that support language development for LTELs (Designated ELD or Integrated ELD)• Include Designated vs. Integrated ELD in the District-wide PD
	Use the subgrant funds to meet all accountability measures Subgrant funds will be primarily used for supplemental support provided by Bilingual Resource Teachers.
	Hold the school sites accountable The district will hold quarterly meetings with EL Site Teams to analyze data for the purpose of measuring EL student progress and refining instructional practices as needed.
	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. The coordinator is to perform the District-wide Parent related activities and provide technical support to Site Bilingual Parent Liaison.

How the LEA will:		Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source EL, Immigrant, other
B. Required Content	Provide high quality language instruction 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
	Provide high quality professional development Including CELDT and LTEL information in the District PD scheduled for September. Include Reclassification information during the morning session for all teachers as well as a Breakout session in the afternoon for teachers interested in learning how to use CELDT scores to inform their practices and how they can support LTEL in their classes. Work with a consultant to support with the planning, delivery and assessment of lessons to supplement Designated and Integrated ELD for immigrant students.	CNI staff / principals / teachers / Instructional Coaches Consultant		\$10,000	Base- General Fund Title III- Immigrant

<p>C. Required for Year 2</p>	<p>Please describe the factors contributing to failure to meet desired accountability measures.</p>
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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	Goal 2IPA* for items 1-2: Please describe the factors contributing to failure to meet desired accountability measures.				
	<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 two years, SUHSD has not met AMAO 2-Percent of ELs attaining English Proficiency on the CELDT for either group (Less than and More than 5 years) and for the current year (2015-16) the preliminary reports indicate we continue to fall short in meeting the state target. Factors contributing to this invoveled teacher turn over and discontinued benchmarks assessments. In addition, the changes in our reclassification timeline affected our data per CALPADS. Not reclassifying students at the start of the school year has lessened the numbers reported to CALPADS in October. This is explains the significant drop in our reclassification rate from 2013-14 to 2014-15, and it will probably be the same for 2015-16.</p>				
	Please describe all required modifications to curriculum, program, and method of instruction. Support a Bilingual Resource Teacher at each of our comprehensive sites to: <ul style="list-style-type: none"> Identifying and targeting LTELs to work with and consult regarding ELA/ELD progress. Share list of targeted group with core teachers for them to have “pep talks” with students Conducting District and/or site LTEL quarterly meetings 	Bilingual Resource Teacher	Salary/ Benefits	\$ 110,963.22	Title III- LEP
	Support one Newcomer Classroom Teacher at East Palo Alto Academy.	Newcomer Classroom Teacher	Salary/ Benefits	\$10,644.00	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>Continue to support sites for English Learner services at an average rate per student.</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	\$450.000	LCFF
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$ 2,481.78	
		EL Estimated Costs Total:		\$124,089.00	

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>For Immigrant students, provide supplemental materials to enhance ELD Units as well as provide extended year opportunities.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	<p>Principals/ Bilingual Resource Teachers</p> <p>Bilingual Instructional Assistant</p>	<p>Supplemental Materials</p> <p>Salary/ Benefits</p>	<p>\$2,000.00</p> <p>\$ 6, 493.78</p>	Title III-Immigrant
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$ 377.42	
		Immigrant Estimated Costs Total:		\$ 18,871.20	