

## 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: 43 69377 0000000 LEA Name: Berryessa USD Title III Improvement Status: Year 2

Fiscal Year: 2016-2017 EL Amount Eligibility: \$228,055 Immigrant Amount Eligibility: \$33,525

### 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:**

<b>A. Required Content</b>	<p>Implement programs and activities in accordance with Title III</p> <p>We will emphasize CCSS standards aligned literacy instruction for all students, and specifically for English learners, to further develop their English language skills while at the same time accessing and working towards mastery of grade level content.</p> <ol style="list-style-type: none"> <li>1) The Coordinator of Education Services will continue to support the Asst. Supt. Of Education Services and collaborate with the Director of Curriculum and Instruction in working with our principals, coaches and teachers on the implementation of the writing workshop model and using ELD best practices and the Common Core ELA/ELD framework to ensure students' progress towards achieving English proficiency.</li> <li>2) Our Instructional Coaches will provide additional training to teachers in deepening their knowledge of Integrated and Designated ELD and will be sharing this professional development across all schools to ensure students gain proficiency in language arts and that all ELs make adequate progress toward English proficiency.</li> </ol>
	<p>Use the subgrant funds to meet all accountability measures</p> <ol style="list-style-type: none"> <li>1) Grades 6-8 will implement English 3D to provide additional support for long term English learner students.</li> <li>2) Content teachers in grades 6-8 will implement Read 180 and System 44 to support newcomer students</li> <li>3) Instructional Coaches will provide additional training to teachers to deepen understanding of Integrated and Designated ELD</li> </ol>

	<p>Hold the school sites accountable</p> <ol style="list-style-type: none"> <li>1) Principals, coaches and teachers will utilize student data (e.g., CELDT, District Writing Assessments) to assess EL students' local and state assessment results to determine student progress towards English proficiency.</li> <li>2) Elementary schools will regroup students for Designated ELD instruction within grade level and CELDT level</li> <li>3) Middle schools will differentiate student schedules based on their CELDT level. Content area classes will implement a variety of targeted instruction strategies include SDAIE strategies and supplemental, specialized ELD instruction</li> </ol>
	<p>Promote parental and community participation in programs for ELs</p> <ol style="list-style-type: none"> <li>1) Parents will give-oversight and input on the EL program through the site and district English Learner Advisory Committees.</li> <li>2) BUSD will improve and increase parent outreach strategies to engage EL parents as active participants in the education of their children. Some parent participation opportunities will include: Parent University, ELAC, DELAC, Family Literacy and others that will promote parent engagement in their children's social, emotion and academic well-being.</li> </ol>

<b>How the LEA will:</b>		<b>Persons Involved/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source (EL, Immigrant, or other)</b>	
<b>B. Required Content</b>	Provide high quality language instruction	Asst. Supt. Of Ed Services, Coaches, Director of C & I, Coordinator of Ed. Services  Ongoing	Training materials and instructional materials		General Fund	
	1) The Coordinator of Education Services will continue to support the Asst. Supt. Of Education Services and collaborate with the Director of Curriculum and Instruction in working with our principals, coaches and teachers on the implementation of the writing workshop model and using ELD best practices and the Common Core ELA/ELD Framework to ensure students' progress towards achieving English proficiency. Utilize System 44, Read 180 and English 3D in middle school classrooms.					
	2) Principals and teachers will ensure implementation of Designated ELD in grades K-8 for all ELs. The quality of implementation will be deepened through ongoing professional development and coaching.	Asst. Supt. Of Ed Services, Coaches, Director of C & I, Coordinator of Ed. Services  Ongoing	Training materials and instructional materials		General Fund	
	Provide high quality professional development	Coaches, Director of C & I, Coordinator of Ed. Services  ongoing	Training materials and instructional materials	\$223,494 Salary and benefits which account for 1.8 FTE out of four full-time Instructional Coaches	Title III, EL	
1) Our Instructional Coaches will provide additional training to teachers in deepening their knowledge of Integrated and Designated ELD and will be sharing this professional development across all schools to ensure students gain proficiency in language arts and that all ELs make adequate progress toward English proficiency.	Items 2 and 3: Coaches, Director of C & I, Coordinator of Ed. Services  ongoing	Items 2 and 3: Training materials and instructional materials		General Fund		
2) In depth professional development on literacy will be provided to all teachers.						
3) Select elementary teachers will be trained in the SEAL model						

<b>C. Required for Year 2</b>	<p><b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b></p> <p><b>Please describe the factors contributing to failure to meet desired accountability measures.</b></p> <p>Our EL students did not meet AMAO 3 in neither language arts nor math on the 2012 and 2013 CST state test. The 2012 CST target in ELA was 78.4% and we had 64.9% of our ELs at or above proficiency. The 2012 math target was 79% and 69.4% of our ELs were at or above proficiency. In 2013, the ELA and math targets were 89.2% and 89.5% respectively and our EL students scored at 62.9% in ELA and 69.1% in math. In our data analysis, we have discovered that EL students scored higher on the math CST than on the ELA CST. One observation is that student scores drop as they transition from the primary grades to intermediate grades. The data also indicates that the scores continually decline from 5<sup>th</sup> to 8<sup>th</sup> grade.</p> <p>Although staff have been trained on Common Core and using different instructional strategies, implementation is inconsistent and there is lack of fidelity. Even though there is a dedicated ELD block, ELD does not occur consistently across the curriculum with explicit language objectives, focus on academic language and vocabulary, or multiple opportunities to produce language through oral and written forms.</p> <p>Our plan is to utilize Instructional Coaches to provide supplemental professional development and articulate our EL master plan. Instructional Coaches will be assigned to specific sites to assist principals and staff with data analysis in order to create action plans and maximize student learning. This past year we instituted SEAL classes at select sites which are specifically designed for ELs as a comprehensive model of intensive, enriched language and literacy education.</p>				
	<b>D. Required for Year 4</b>	<p><b>Goal 2 IPA* for items A-B:</b></p> <p>N/A</p> <p><b>Please describe the factors contributing to failure to meet desired accountability measures.</b></p>			
<p><b>Please describe all required modifications to curriculum, program, and method of instruction.</b></p>					

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><b>Describe all allowable activities chosen by LEA relating to:</b> Supplementary services as part of the language instruction program for EL students</p> <p>1) Our Instructional Coaches will provide additional training to teachers in deepening their knowledge of Integrated and Designated ELD and will be sharing this professional development across all schools to ensure students gain proficiency in language arts and that all ELs make adequate progress toward English proficiency.</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp">http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp</a> for a list of allowable EL activities</p>	Coaches/ District PD ongoing	As stated in Section B	As stated in Section B	Title III EL
<b>F. EL Overall Budget</b>		EL 2% for Administrative/Indirect Costs:		\$4,561	
		EL Estimated Costs Total:		\$228,055	

**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
<b>G. Allowable Activities</b>	<p><b>Describe all allowable activities chosen by LEA relating to:</b> Enhanced instructional opportunities to immigrant students and their families</p> <p>1) Parent engagement opportunities will be provided to parents (Parent University, Parent Literacy Project, etc)</p>	District Administrators, Parent Liaison  ongoing	Outreach materials, training materials	\$10,000	Title III Immigrant
	<p>2) Read 180/System 44 will be implemented at the middle school sites to support newcomer students</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/immprogrview.asp">http://www.cde.ca.gov/sp/el/t3/immprogrview.asp</a> for a list of allowable Immigrant activities</p>	Coordinator of Ed Services, Principals, Teachers  ongoing	Licenses and supplemental materials	\$22,854	Title III Immigrant
<b>H. Immigrant Overall Budget</b>		Immigrant Administrative/Indirect Costs:		\$671	
		Immigrant Estimated Costs Total:		\$30,050	