

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: 19-76869-0000000 LEA Name: Wisburn Unified School District Title III Improvement Status: Year 0

Fiscal Year: 2016-17 EL Amount Eligibility: 28,215 Immigrant Amount Eligibility: 0

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:

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| A. Required Content | <p>Implement programs and activities in accordance with Title III</p> <p>To better meet the needs of English Language Learners, the Wisburn Unified School District has re-organized the ELD program. Three certificated teachers are assigned to coordinate the program and provide direct services to students. The CELDT testing program was re-structured to begin during the summer and provide faster feedback to teachers. ELL's participate in before and after school instructional programs, taking advantage of Early Bird and Late Bird schedules.</p> <p>In 2009-10, the Wisburn Unified School District undertook a major re-structuring of the English Language Development Program at the elementary level. This program was first proposed by the District English Language Advisory Council (DELAC), and was developed with the participation of teachers, parents, and administrators seeking to improve the academic success of English Learners. Central to this program was a significant increase in designated ELD instructional time. This increase was made possible by extending the school day for ELD students. This program structure allows for direct ELD instruction for English Learners without the loss of core academic instructional time in the regular classroom.</p> <p>All ELD instruction is based on the California Standards for English Language Learners. The material used in ELD includes Avenues and Houghton Mifflin Reading for English Learners. Groupings of students and the level of instruction are based upon the language levels of each student as measured by the California English Language Development Test. The ELD teacher is responsible for building academic connections with the general education</p> |
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teacher for each student.

In grades K-2, English Learners attend school during Early Bird or Late Bird time (Split Reading time), providing 200 minutes of additional instruction per week. In grades 3-5, students participate in a before-school program that provides 120 minutes per week of additional ELD instruction. The designated ELD instruction is provided by a credentialed teacher with specific expertise in the area of English language acquisition. The ELD teachers are also responsible for coordinating the services of instructional aides who support student learning in the ELD classroom (additional classified and certificated supplemental hours provided in part by \$23,215 in Title III funding for before-school and after-school ELD program). Services are also provided to students inside the classroom through scheduled push-in support from the ELD aides and teachers. ELD teachers are also responsible for coordinating all CELDT testing and monitoring the educational progress of each English Learner. This includes regular formal and informal meetings with each classroom teacher to discuss progress and suggest strategies for individual student success. The Wiseburn Unified School District provides high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.

- a. designed to improve the instruction and assessment of LEP children;
- b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
- c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;
- d. Long term effects will result in positive and lasting impact on teacher performance in the classroom.

Professional development is provided by the district in the form of inservice training, workshops, and/or conferences to enhance the ability of teachers to understand and use instructional strategies for limited English proficient students. The district participates with neighboring districts to provide ongoing training for teachers and paraprofessionals based on scientifically sound, research demonstrated for effectiveness, in increasing knowledge and skills. The Wiseburn Unified School District is a grant partner with 3 other districts and Loyola Marymount University in building support for Long Term English Learners (STELLAR), Professional development for teachers is also provided through the Talking Teaching Foundation. Title III funding provides \$5,000 towards the contract with the Talking Teaching Foundation. The classroom teacher is responsible for providing integrated English Language support for English Learners and to use Specifically Designed Academic Instruction in English (SDAIE) to present core instruction. Our end result will be teachers and paraprofessionals that are able to infuse the best of research-based instructional methods in both designated and integrated ELD structures. This is in accordance with our work with Dr. Laurie Olsen and Reparable Harm through the Center for Equity for English Learners at Loyola Marymount University as part of the STELLAR grant.

Since the implementation of the re-structured ELD program, we have been encouraged by many signs of success. Attendance in the ELD program ran higher than 95%, indicating parental buy-in for the program. Parent surveys

indicate that parents of ELD students were highly supportive of the program. CELDT, STAR, and CAASPP results indicate higher rates of student academic success compared to state averages. During 2011-16,

Wiseburn staff continued to refine and improve the English Language Development program. The focus for this year will be to improve communication between the ELD teachers and the classroom teachers. A formal system for meeting to discuss individual ELD student progress has been put in place. At Dana Middle School, two additional sections of ELD have been added to the master schedule for 2016-17 to better differentiate instruction by CELDT level and to improve the transition experience for 6th grade English Learners. Each English Learner receives a program of instruction in English Language Development (ELD) in order to develop proficiency in English as rapidly and effectively as possible.

The Wiseburn Unified School District is providing services to English Learners to ensure that they are acquiring English language proficiency and recouping any deficits that may have been incurred in other areas of the core curriculum. English Learners will achieve at a proficient level in core academic subjects. All EL students receive a research-based English Language Development program until they are reclassified. Reclassification occurs when a student has demonstrated English language proficiency comparable to that of the district's average native English speakers. In order to develop proficiency in English as rapidly and as effectively as possible, each English Learner receives a scheduled program of instruction in English Language Development that is appropriate for their identified levels of language proficiency. These lessons are based on the English Language Development Standards, adopted by the State of California Board of Education and the Wiseburn Unified School District Board of Trustees. ELD lessons are designed to promote English Learners' acquisition of listening, speaking, reading, and writing skills. Each English Learner with disabilities is assessed for English Language Development using accommodations, modifications, or alternate assessments for the CELDT if specified in the pupil's Individualized Education Program (IEP) or 504 Plan. The K-8 English Language Development Program adopted by the State of California Board of Education is embedded in the district adopted English Language Arts curriculum programs: Houghton Mifflin Reading for grades K-5 and Holt Literature and Language Arts for grades 6-8.

The district's adopted supplemental ELD materials are the literature based programs Hampton Brown series "Avenues" and "Into English" (K-5) and "High Point" (6-8). Language Arts teachers are trained to use the correlation guides for their appropriate grade level span. Each of these programs have been certified in California for providing high quality instruction based on scientifically-based research.

Use the subgrant funds to meet all accountability measures

The use of Title III funding supports student success on federal and state accountability measures. According to the most recent available accountability information, Wiseburn Unified School District is meeting Title III accountability measures:

AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2014-15 Annual CELDT Takers: 251
Number with Required Prior CELDT Scores: 246
Percentage with Required Prior CELDT Scores: 98%
Number in Cohort Meeting Annual Growth Target: 207
Percentage Meeting AMAO 1 in LEA: 84.1%
2014-15 Target: 60.5%

AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

Less than 5 Years Cohort

Number of 2014-15 English Learners in Cohort: 261
Number in Cohort Attaining the English Proficient Level: 157
Percentage in Cohort Attaining the English Proficient Level: 60.2%
2014-15 Target: 24.2%

5 Years or More Cohort

Number of 2014-15 English Learners in Cohort: 51
Number in Cohort Attaining the English Proficient Level: 38
Percentage in Cohort Attaining the English Proficient Level: 74.5%
2014-15 Target: 50.9%

AMAO 3 - Adequate Yearly Progress for EL Student Group at the LEA Level

Participation Rate for English Learner Student Group

English-Language Arts/Literacy: 99%
Mathematics: 100%

Hold the school sites accountable

Each site principal is accountable for the success of the English Learner program. The program is monitored through the English Learner Advisory Council (ELAC), in coordination with the District English Learner Advisory Council (DELAC). Student performance data is compiled in a data warehouse through the Schoolzilla program and reviewed to determine program strengths and weaknesses. Principals hold classroom teachers and ELD specialists accountable for student performance. Principals and teachers work with instructional aides to ensure quality support for all students.

Promote parental and community participation in programs for ELs

The ELD program is designed to create a welcoming community for all English Learners. The Wiseburn Unified School District assists parents through community liaisons such as our instructional aides, counselors and ELD teachers. The District has coordinated participation in English Instruction for Parents, funded by LCAP Supplemental resources. Each child whose home language survey identifies a language other than English spoken at home receives a parent letter which states that in accordance with state and federal laws, all children who come from a home where a language other than English is spoken, must be assessed to determine their level of English proficiency. The parents receive written notification of the results of the test which informs them about the English Language Development (ELD) program. The letter describes the method of instruction within the classroom, how subject areas will be taught, how textbooks will be used and how homework assignments will be provided. These letters are translated into the primary language of the parent. Parent permission is requested for participation and then each year they are informed of their child's progress. Parents are informed of their right to have their child removed upon their request and to be enrolled in another program or method of instruction if available. Additionally at the time of this notification parents are informed about the ways they can become more involved in their child's education and the English Learner Advisory Council (ELAC). The ELAC serves as a guiding body at each school site for the ELD program. Parent surveys and informal discussions provide opportunities for parents to freely express their opinions and suggestions for the program.

| How the LEA will: | | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source (EL, Immigrant, or other) |
|-------------------------------|--|---|--|-----------------------|---|
| B. Required Content | Provide high quality language instruction <ul style="list-style-type: none"> meeting the annual measurable achievement objectives described in Section 3122; making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State academic standards and student achievement (Section 111(b)(1). | Superintendent, Deputy Superintendent, Principals, Teachers, Instructional Aides, | Supplemental Support for English Learner students provided by instructional aides in individual and small groups | 2016-17 \$23,215 | EL |
| | Provide high quality professional development Educational partnerships with Talking Teaching Network and the Center For Equity for English Learners (CEEL) will provide specific training for teachers in designated and integrated ELD instruction. | Talking Teaching Network, CEEL Partners | Talking Teaching PD contract | \$5,000 | EL |
| C. Required for Year 2 | Goal 2 Improvement Plan Addendum* (IPA) for items A-B: N/A Please describe the factors contributing to failure to meet desired accountability measures. | | | | |

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| D. Required for Year 4 | Goal 2 IPA* for items A-B: N/A | | | | |
| | Please describe the factors contributing to failure to meet desired accountability measures. | | | | |
| | Please describe all required modifications to curriculum, program, and method of instruction. | | | | |

| 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>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p> | N/A | N/A | N/A | N/A |
| F. EL Overall Budget | | EL 2% for Administrative/Indirect Costs: | | 0 | |
| | | EL Estimated Costs Total: | | \$28,215 | |

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>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p> | N/A | N/A | N/A | N/A |
| H. Immigrant Overall Budget | | Immigrant Administrative/Indirect Costs: | | N/A | |
| | | Immigrant Estimated Costs Total: | | N/A | |