

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: 15-63313 **LEA Name:** Arvin Union Schools **Title III Improvement Status:** Year 4+

Fiscal Year: 2016-2017 **EL Amount Eligibility:** \$170,340 **Immigrant Amount Eligibility:** \$5950

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>Funds from Title III will be used to supplement services above and beyond that of Base and LCAP funds to specifically focus on the needs of English Learners. While core materials and classroom teachers are required for student instruction, the additional staff and services provided with Title III funds provide an extra layer of support for teachers and parents of English Learners and direct services to students with the goal of accelerated language acquisition and increased student achievement.</p> <p>Use the subgrant funds to meet all accountability measures</p> <p>Subgrant funds will largely be used to provide personnel at the district level to support and guide administrators and instructional staff in the implementation of a continuous improvement cycle focused on English Language Development and Content Achievement through Designated and Integrated ELD and use of data to guide instruction.</p> <p>Instructional assistants will provide opportunities for targeted language and content practice with small groups of students at the sites to support the core ELD instruction delivered by classroom teachers.</p> <p>Dual Immersion staff will be provided with an extra layer of professional development to augment their content and ELD Instruction.</p>
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	<p>Hold the school sites accountable</p> <p>School site administrators, in conjunction with their school site teams, will develop goals and action steps aligned to achieving AMAO expectations. These actions, in conjunction with site based and formal district formative assessments, will provide a foundation for daily lesson planning and ongoing monitoring of progress in listening, speaking, reading, and writing. Site administrators will present evidence of Professional Learning Community planning evidence and reflections and plans based on formal district data outcomes on a monthly basis as the district strives to ensure cycles of continuous improvement are in place. School administrators will present data and evidence of student work to the school board twice yearly. School site walkthroughs will be conducted by district personnel on a monthly basis at each campus to observe content area instruction for effective implementation of Integrated ELD and Designated ELD. Feedback will be provided with the intent cyclical visits provide evidence of progress toward full implementation and visible student learning is evident.</p> <hr/> <p>Promote parental and community participation in programs for ELs</p> <p>District and site personnel are using the state Parent Involvement Framework to provide guidance for activities and as a resource rubric to determine implementation levels. Increased offerings of parent/family workshops at the sites, informational sessions or materials provided by district staff, and informal gatherings such as Coffee with the Principal will provide opportunities to share information and promote an increased awareness of the district’s English Language Development program, Dual Immersion, and parent governance roles for committees such as ELAC and DELAC.</p>
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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 district will continue to support the position of ELD Coordinator to work with district and site staff to implement ELD standards and work with site administrators to support Designated and Integrated ELD at each site following program guidelines. Participation in classroom visits and providing feedback to administrators and teachers is a key role. Additional duties include reviewing data and supporting sites to use ELD formative and summative assessment data to monitor and adjust instruction for English learners.</p>	<p>Assistant Superintendent Ensure position filled 7/1/16 – 6/30/17</p> <p>Director of Curriculum and Instruction- monitor time accounting 7/1/16-6/30/17</p>	<p>ELD coordinator salary and benefits 1100/3000</p> <p>Multi-funded salary and benefits Title I, III, LCAP</p>	<p>50,117 16,599.77</p> <p>50,117 16,599.77</p> <p>2405.62 796.79</p>	<p>Title I</p> <p>Title III</p> <p>LCAP</p>
	<p>Site administrators will use the “Thoughtful Classroom” classroom observation tool with an emphasis on elements of monitoring instruction and providing guiding feedback for use of materials and instructional delivery of strategies for English Learners in order to ensure full implementation of the district ELD program design and high quality language instruction.</p>	<p>Site Administrators/monthly visits to each classroom to observe ELD Teachers / daily implementation</p>	<p>Thoughtful Classroom tool</p> <p>5800 4300</p>	<p>13,150 18,426</p>	<p>LCAP LCAP</p>
	<p>Provide high quality professional development</p> <p>The district will provide training to all untrained teachers using the new standards aligned ELPD curriculum during the 2016-2017 school year.</p>	<p>Assistant Superintendent Determine training schedules and budget 7/1/16 – 6/30/17</p>	<p>ELPD Training for untrained staff – training and overtime/subs 1100/3000</p>	<p>50,000 5000</p>	<p>LCAP</p>

	<p>The district will support attendance at the Dual Immersion Conference each year</p> <p>The district will support the position of Teacher on Special Assignment (TOSA) to focus on development of the 50/50 Dual Immersion program and the professional development of the teachers within the program to support student acquisition of English and proficiency in Language Arts and Math. Support to include:</p> <ul style="list-style-type: none"> • Content and language objectives • Linguistic frames • Graphic organizers • Academic Language Scaffolding • Content delivery support <p>Using resources including:</p> <ul style="list-style-type: none"> • The Focused Approach to Frontloading • The Focused Approach to ELD • Write from the Beginning • Thinking Maps • Classroom Instruction that Works • Tools for the Common Core Classroom • Tools for the Thoughtful Classroom • ELA/ELD Framework • ELD standards • Content standards 	<p>Director of Curriculum and Instruction Organize trainings and monitor participation 7/1/16-6/30/17</p> <p>Teachers on Special Assignment Attend ELD and content trainings and provide ongoing follow-up throughout the year</p>	<p>Conference Attendance and related travel costs 5200/5800</p> <p>Coaching for instructional staff led by district Teacher on Special Assignment 1100/3000 Multi funded Salary and benefits Title I and III</p>	<p>12,000</p> <p>44,571.78 15,705.61 44,571.78 15,705.61</p> <p>Clarify if this is a portion of TOSAs salary</p>	<p>LCAP</p> <p>Title I</p> <p>Title III</p>
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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> <p>N/A – Arvin Union School District is a year 4+ district.</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>For several years the district achieved AMAO 1 and AMAO 2 rates however struggled to achieve AMAO 3/CST proficiency levels specifically in the area of Language Arts. As accountability metrics for AMAO 1 and AMAO 2 continue to rise, district scores have not kept pace. A lack of focus on a continuous cycle of improvement based on actionable formative assessments with short term SMART goals revisited each week as a part of ongoing lesson design is a key contributing factor.</p> <p>A multi-year focus on monitoring of outcomes and summative data rather than a supportive coaching role from district and site leaders has created a level of compliant behavior in terms of dedicated time and materials without deep understanding and high expectations for English Language Development which results in mediocre outcomes. Missing has been ongoing classroom based professional development focused on unwrapping the standards for common understandings of rigor, clarifying consistent expectations for student responses, sharing best practices, and individual feedback to challenge and change ineffective classroom instruction.</p> <p>In addition, the teacher shortage has affected the district. Recent year hires have been largely Provisional Interns or Interns. There is a tremendous need for professional development to support these new hires as well as accelerate momentum of sites and grade level teams which are affected by staffing changes to ensure students receive an equitable education based on their needs.</p> <p>Alignment of after school supports has not yet been fully realized to ensure consistency and support as an extension of the school day and not all students can attend extra-hours programs. It is critical that intervention is urgent and targeted during the daily school schedule.</p>

<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>The district has adopted and purchased Standards – based English Language Arts/English Language Development Programs for K-6 (Benchmark) and 7-8 (Collections) as well as Read 180 for Intensive Intervention and will begin implementation of these materials in 2016-2017.</p> <p>English Language Monitoring assessments are being revised to be embedded with the ELD curriculum-based instruction and to be meaningful to daily instruction. District monitoring through formal assessments will be completed a minimum of once each trimester. Teacher created pacing calendars include dates of formal assessments, standards of focus within Meaningful Interaction and Structure of English Language standards, and key functions of language for instructional focus. Initial planning and ongoing formative assessments within each grade level will be supported through structured weekly professional learning community opportunities.</p> <p>All elementary and middle school sites will ensure a minimum of 30 minutes of Designated English Language Development with a 15 minute “Talk-Time” for all English Learners based on the assessment focus areas stated above. Students scoring at the Beginning Level of CELDT will be placed in Sheltered English Immersion for 1 year and grouped according to need for ELD. Instructional groups for English Learners during ELD will be based on district guidelines and are constructed at the end of each school year for the beginning of the next</p>	<p>Assistant Superintendent</p> <p>Director of Curriculum and Instruction</p>	<p>District adoption of state board adopted - standards based ELA/ELD combination programs 4300</p>	<p>1,166,836</p>	<p>District Base</p>
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	year. These groups will be revisited frequently with new formative assessments and students moved according to need.				
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*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: Supplementary services as part of the language instruction program for EL students *Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>				
	<p>Provide supplemental materials to support parents of English Learners as determined through discussions with leadership groups (ELAC,DELAC) Possibilities include parent dictionaries, parent pamphlets for Parents of English Learners, support to understand ELD standards</p>	ELD Coordinator	Materials - 4300	1679.84	Title III
	<p>Provide support to English Learners by adding Instructional Assistants to provide targeted speaking, listening, reading, and writing practice opportunities as a support to the regular core teaching received.</p>	Assistant Superintendent-ensure hire Site Principals-placement with appropriate students 7/1/16-6/6/16	Salary and benefits 1100/3000	33,725.66 4534.34	Title III
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		3406	
		EL Estimated Costs Total:		170,340	

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> <p>Provide extended-hours intervention for immigrant students after school, during intersession, or during summer school focused specifically on the needs of newcomers.</p>	Assistant Superintendent	Salary and benefits- 1100 and 3000	5831.00	Title III, Part A Immigrant
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		119.00	
		Immigrant Estimated Costs Total:		5950.00	