



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: [36-67843-0000000](#) LEA Name: [Redlands Unified School District](#) Title III Improvement Status: Year [Year 4+](#)

Fiscal Year: [2016-17](#) EL Amount Eligibility: [\\$171,372](#) Immigrant Amount Eligibility: [\\$26,087](#)

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:

Implement programs and activities in accordance with Title III

All programs and activities are developed, implemented, and monitored to ensure all English Language Learners attain proficiency in grade level standards in English Language Arts (ELA), mathematics, and English language skills development. These programs include, Structured English Immersion (SEI), SDAIE Instruction and English Language Mainstream (ELM) classrooms as the alternative placement. The programs are supported by the School Improvement Director and her site/district coordinators. All English learner students are supported by the following:

- Provide tutorials (before or after school hours).
- Hold intervention programs during the school day.
- Conduct summer school for grades 8-12 students targeted for at-risk and EL student needs.
- Provide daily K-5 grade level ELA core standards-based lessons aligned to Houghton Mifflin *Journeys*. Grade 6 ELA core standards-based lessons are aligned to the Houghton Mifflin *Collections*.
- Provide daily K-5 lessons aligned to the ELA K-6 Houghton Mifflin (HM) using ancillary materials. Provide recommended 30 minutes of daily ELD with students grouped by levels 1, 2, and 3; levels 4 and 5 students are supported by ancillary materials from K-6 HM.
- Provide for daily reading intervention for grades 4-5 students who are at the intensive level including EL students Reading Intervention (Lexia) program. New intensive intervention program materials are in process selection as needed in targeted grade levels for October 2016.
- Provide daily 7-8 grade level ELA core standards-based lessons aligned to Houghton Mifflin *Collections*, with ancillary materials used to support EL students.
- Provide a small class size for 7-8 EL students if they are CEDLT level 1, 2, or 3; or EL students identified as below grade level mastery of standards. CELDT levels 4-5 students receive regular ELA core focused on use of ancillary materials and academic language skills to prepare for content mastery.
- Provide daily 9-11 grade level ELA core standards-based lessons aligned to Pearson *My Perspectives*, with ancillary materials used to support EL students. Grade 12 ELA core standards-based lessons are also aligned to the Expository Reading and Writing Course with teacher designed materials used to support EL students.
- Ensure and monitor all EL students by checking class lists, master schedules, lessons plans, proficiency levels, District Benchmark Assessment performance, and other assessment tools to measure student progress.

A. Required Content

- Provide Credit-Recovery or support classes for grades 11-12 EL students to target assessment proficiency for graduation.
- Monitor each quarter to ensure students receive ELD curriculum support materials (Supplemental).
- Ensure teachers are utilizing embedded assessments and benchmarks by monitoring lesson plans and assessment results.
- Monitor student progress by AMAOs 1 and 2 results, SBAC, CELDT, common assessments, and end of semester exams that are disaggregated by the EL subgroup.
- Support of site EL coordinator is provided at 9-12 sites through a District EL Coordinator

Use the subgrant funds to meet all accountability measures

RUSD provides high quality language instruction to increase English proficiency and proficiency and academic achievement in the core academic subjects. The District EL Acquisition Master Plan outlines the goals and action steps to implement and monitor the high quality language instruction with scientifically-based research strategies and practices (AMAO 1 and AMAO 2):

- Provide planning time for K-12 teachers, coaches, and coordinators of EL students to develop ELD materials that align with Common Core State Standards (CCSS) instructional materials, including training for implementation.
- Align ELD materials that will frontload academic vocabulary/language, concepts, language functions, sentence framing, etc., for EL students.
- Provide summer school opportunities for EL students focusing on specific targeted needs.
- Provide strategic and intensive intervention programs that support EL students designated as at-risk of not meeting benchmarks or proficiency levels.
- Support scientifically-based research best practices for reading comprehension and writing, including the use of alternative core materials with emphasis on academic language and vocabulary development.
- Provide appropriate scaffolding and support for EL students at all proficiency levels working closely with coaches and site/District coordinators.
- Use effective ELD instructional strategies, including flexible grouping, frontloading, scaffolding, critical thinking skills, checking for understanding, lesson closure, and follow-up by using the QTEL and GLAD strategies.
- Provide professional development to teachers by prioritizing training to school sites not meeting EL subgroup proficiency targets.
- Provide and monitor systematic, explicit ELD instruction daily for K-12 students at all sites.
- Ensure all EL students receive ELD curriculum using the District-adopted instructional materials and ancillary support material.
- Use and monitor District Placement Criteria, SBAC, CELDT, common assessment and benchmark data to place EL students in the appropriate core, ELD, or intervention programs.
- Analyze disaggregated data from state, District, and school assessments on a monthly basis during PLC meetings to determine specific needs and targeted instruction to meet the needs of EL students.
- Meet with students to review test results, develop goals, and provide CELDT practice tests.

Funds support student achievement for students attaining English proficiency in ELA and mathematics for the following (AMAO 3):

- Provide extra duty pay to teachers and support staff to provide additional ELD instruction and intervention specific to CCSS.
- Provide subs and/or extra duty pay for administering interim assessments in ELA/mathematics.
- Provide on-going professional development and coaching to teachers and principals using multiple measures.
- Provide targeted student support at the beginning of the school year to initiate a structured focus at sites having the largest number of EL students.
- Pay a stipend to District EL coordinator to support professional collaboration 9-12.
- Provide principal coaching by Teachers on Assignment (TOAs) to monitor use of EL strategies in classroom walkthroughs/observations.

Hold the school sites accountable

Sites will not receive Title III funds directly. Resources, services, and training will be accounted for through central provision. Oversight and data review will be the responsibility of the Assistant Superintendent of Education Services and the Director of School Improvement and Professional Development, in conjunction with classroom teachers, site principals, district cabinet members, School Board members, and the LCAP committee. The Redlands Unified School District undertakes the following monitoring process to ensure English Learners are making satisfactory progress towards interim and annual goals:

At the school sites:

- All EL student records (testing, copies of letters to parents, grades, etc.) are kept in an English Learner folder. The folder is updated annually, and accompanies the cumulative folder when the school of enrollment changes.
- All students, including LEP students, will participate in all required elements of the Smarter Balanced Assessment Consortium. Achievement on these assessments will be used to monitor progress on the state standards.
- The California English Language Development Test (CELDT) will be used for initial assessment and administered annually to measure LEP students' progress toward English proficiency.
- Reclassification criteria include results from the CELDT, the Smarter Balanced Assessment, district benchmark assessment(s) in English Language Arts and mathematics, classroom achievement, and parent input.
- Data from the CELDT (AMAO), and the Smarter Balanced Assessment Consortium will be reported to School Site Councils, Title I meeting attendees, and ELAC; all stakeholders will have access to data through school and district accountability report cards.
- The principal monitors the EL student placement in classes and groupings, ensures appropriate teacher authorizations, visits classrooms regularly to monitor ELD and SDAIE lesson implementation of district plans to meet the language and academic needs of the EL students.

At the district level:

- Teachers on Assignment provide professional development and support to teachers, principals, and site-based English Learner facilitators to advance the English language development and academic achievement of English Learners.
- All EL student information is recorded in a district database that is accessible to individual sites and teachers to download information.
- The Director of School Improvement and Professional Development holds regular meetings with site principals and EL Facilitators to discuss categorical program compliance, *Imagine Learning English* and *English 3D* implementation, Integrated/Designated ELD, and site level plans pertaining to English Learners.
- The Coordinator of School Improvement and Professional Development will visit each school at least three times annually to monitor the implementation of the English Learner programs. All resulting site and district action items are documented.
- District-wide professional development is provided in CCSS Reading, Math, and ELA; training includes explicit training in strategies for subgroup success.
 - Front office staff, teaching staff, and administrative staff:
 - Training in maintaining EL records in Student Information Systems (e.g., Aeries, Illuminate)
 - Teaching staff and administrative staff:
 - Integrated/Designated ELD
 - ELD standards
 - Core Curriculum Materials to Support ELs
 - TOA support and collaboration
 - Students:
 - Character education (e.g., PBIS, No-Excuses University)

English Learner progress is monitored in RUSD by requiring schools to the following:

- Implement the *Illuminate* data management system to assist progress monitoring with the disaggregation of AMAOs 1, 2, and 3 assessment results and identifying students by CELDT levels so teachers can monitor and track student progress using multiple measures.
- Maintain records for all EL students collected in an annually updated Language Development Master Folder (K-5 Progress Profile Card) which accompanies student as he/she changes schools.
- Employ a site EL coordinator to gather and monitor EL students records, coordinate EL testing, advise teachers/principals about EL student progress including the liaison for teaching, EL committee or principal.
- Receive an end-of-year report developed by the Director of School Improvement and Professional Development to be shared with principals/advisory councils.
- Provide information to site principals at regular meetings with the School Improvement Director on the following:
 - Every Student Succeeds Act (ESSA) Requirements
 - EL professional development offerings
 - Effective instructional strategies for EL students
 - LEA/Title III plan/addendums
- Conduct district-wide PD for teachers in the following: training in data analysis, effective EL strategies, ELA/mathematics Common Core State standards (CCSS,) systematic ELD, academic language/vocabulary, differentiated instruction, collaborative planning including strategic targeted re-teach.

Promote parental and community participation in programs for ELs

The district will invite parents of LEP students to serve on advisory committees at the school site level (ELAC) and the district level (DELAC). All schools have a properly constituted English Learner Advisory Committee (ELAC). Each school has a parent and staff representative on the District English Learner Advisory Committee (DELAC). Leadership and parental involvement training will continue to be offered for DELAC parent leaders and members. Adult courses including Technology Courses and continuing education courses will continue to be provided for parents and community members.

Language Assessment Center personnel will facilitate communication with the site regarding progress of LEP students for the purpose of identifying students not making progress toward reclassification. The staff will present reports and data monitoring beyond the normal scope of what district schools can typically provide. The staff will continue to collect and monitor data through the Student Information System (SIS) and will communicate the student progress at periodic EL Representative meetings organized by the Coordinator of School Improvement and Professional Development. EL Representatives will communicate progress to parents and teachers to encourage active parent involvement in student progress toward reclassification.

The District provides parent/community communication/participation in EL programs for the following:

- Provide written and oral translation for parents on assessment results and program descriptions.
- Conduct successful activities such as the annual RUSD parent conference “Conference for Parents by Parents” and the “Power of Education” parent workshop, the Multicultural Fair, *Plaza Comunitaria* and DELAC meetings.
- Continue to increase attendance through recruitment, advertisements and district/school support.
- Provide classes for parents to develop skills in working with their children and successfully partnering with the school site and classroom teacher; i.e., *Plaza Comunitaria* classes for parents in conjunction with the Mexican Consulate to complete coursework for diplomas and to learn English.
- Provide transportation, child care and translation for advisory meetings/parent conferences.
- Conduct an annual parental needs assessment for future programs and parenting opportunities/trainings.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	<p><u>Provide high quality language instruction</u></p> <p>The district provides the following to deliver high quality, standards-aligned language instruction based on scientific research:</p> <ul style="list-style-type: none"> • State-approved English Language Arts and English Language Development curriculum. • Teachers of all grade levels are encouraged to incorporate academic content area concepts into designated ELD time to increase student experience with essential academic language. • <i>Journeys</i> has been adopted as an ELD support program to meet the needs of English Learners in grades K-5 who are achieving below mastery of the English Language Arts standards. • <i>English 3D</i> is the district adopted ELD supplemental material program for grades 6-10. • Pearson <i>My Perspectives</i> support materials and EL Program components will be implemented to support ELD Grades 9-12. • Teachers in core content areas have been trained and certified to use SDAIE strategies. • Summer school will be provided for selected students to extend learning opportunities. • An adaptive technology Reading program will be implemented to support the language development of English Learners in grades K-5 who are below grade level standard. • An effort to train all credentialed EL cluster teachers in Integrated/Designated ELD and the ELD standards will begin. • Local assessments and annual CELDT results are used to measure the increase in students' English proficiency. Group data is analyzed and compared to benchmarks to evaluate program effectiveness. <ul style="list-style-type: none"> ○ Local formative assessments and the annual Smarter Balance Assessment in reading and math are used to measure the increase in students' academic achievement. A comparison of the aggregate achievement growth of LEP students with the average achievement of all students will be used to evaluate program effectiveness. 	Coordinator of School Improvement and Professional Development 2015-2017	Supplemental Materials: English 3D, Imagine Learning English Software Licenses	\$10,000 (approx.)	Title III
		Coordinator of Curriculum and Instruction	ELA Core Adoption for High School – Training and Implementation	\$64,000 (approx.. for PD)	LCFF Funding
			LEXIA licenses	\$115,000	LCFF Funding
		Teachers, Administrators, ELD teachers, Intervention Teachers	Teacher Release Time, Sub-hourly pay; Collaboration Time	\$9,000	Title III
			Assessment Platform (e.g., Illuminate)	\$82,000	LCFF Funding

	<p><u>Provide high quality professional development</u> The Redlands Unified School District professional development plan for teachers of English Learners includes the following:</p> <ul style="list-style-type: none"> • Teachers are CLAD or CTEL certified, meeting CCTC requirements for working with LEP students. • Teachers will continue to participate in ongoing and sustained staff development in current research and the most effective instructional strategies for accelerating the achievement of English Learners. The content of the staff development plan will include: <ul style="list-style-type: none"> ○ Designing and implementing differentiated, standards-based instruction ○ Strategic reading strategies ○ Utilizing, designing, and implementing formal and informal assessments to drive instruction ○ Using classroom data to differentiate instruction and evaluate the effectiveness of instruction ○ ELD standards ○ Integrated and designated ELD ○ Differentiated scaffolding • A professional development menu created by Educational Services and classroom teachers to allow for teacher choice. Teacher-teacher professional development programs will be required to account for how each topic applies to LEP students. • English Learner Representatives serve as resource teachers with expertise in the areas of ELD, SDAIE and the CELDT. These teacher facilitators are given the opportunity to present EL related issues at general staff meetings. • Teachers will receive training in the ELD components and supports of newly adopted mathematics and science textbooks and supplemental materials • Parents will receive training to help them effectively serve as ELAC/DELAC Board members. • Administrators, teachers, and front office staff will receive professional development in cultural appreciation and trauma informed care practices 	<p>Superintendent of Personnel</p> <p>Director of School Improvement and Professional Development August 2016- June 2018</p> <p>Director of Curriculum and Instruction August 2016- June 2018</p> <p>Teachers on Assignment – Site Support of Reading Academy August 2016- June 2018</p> <p>Teachers on Assignment Site Support of Math Academy August 2016- June 2017</p> <p>Site Administrators</p>	<p>Subgroup Success Strategy PD/Training Hourly Pay Certificated</p> <p>Teacher Collaboration</p> <p>Elementary Reading Strategy Training</p>	<p>\$63,000 (PD)</p> <p>\$98,000 (Teacher Hourly Pay)</p> <p>\$9,000</p> <p>\$150,000 (Each FTE)</p>	<p>LCFF Funding</p> <p>LCFF Funding</p> <p>Title III</p> <p>LCFF Funding</p>
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	<ul style="list-style-type: none"> Analyze and use of disaggregated data through PLC meetings at the schools to monitor EL student progress, apply appropriate instructional strategies and responses, and evaluate interventions, including <i>Illuminate</i> data system training for all teachers and administrators. Hold monthly collaboration meetings during PLCs between special education and teachers of dual-identified students (EL/SWD). Provide research-based strategy trainings include meeting the needs of EL students in curriculum planning and programs for <i>Write from the Beginning</i> (WFTB), differentiated instruction, coaching and walk-throughs, institutes at CABE, Quality Teaching of English Learners (QTEL), Direct Interactive Instruction (DII) and Common Core State Standards (CCSS). Results will show long-term effects will result by providing high quality professional development for teachers, principals, administrators, and community-based support by continuing to include WFTB, CCSS, DII, CABE, differentiated instruction, English 3D, coaching and walk-throughs, the Conference for Parents by Parents, <i>Plaza Comunitaria</i>, and District DELAC/site SSC and ELAC trainings. 	<p>Director and Coordinator of School Improvement and Professional Development August 2016- June 2018</p> <p>Teachers on Assignment Site Support of Writing Academy</p> <p>District EL Coordinator</p>	<p>Release Time, Substitute Pay, Teacher Hourly</p> <p>Professional Development</p> <p>Teachers on Assignment</p>	<p>\$9,000</p> <p>\$18,000</p>	<p>Title III</p> <p>Title I LCFF Funding</p>
<p>C. Required for Year 2</p>	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</p> <p><i>See Part D Required for Year 4 (below)</i></p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p>				

Goal 2 IPA* for items A-B:

Please describe the factors contributing to failure to meet desired accountability measures.

Although CELDT data for AMAOs 1 and 2 confirm that RUSDs English Learners are acquiring English at the expected rate, data from the past five years for the CST and data regarding RUSDs EL performance on the SBAC indicate that there is a need to increase EL support as it relates to accessing core content in a manner that is accelerates their ability to improve performance on measures of grade level content; especially as the rigor of grade level content are rapidly increasing in response to the CCSS and the new SBAC exam.

ELSSA data reveals that EL students at the Intermediate level are not making appropriate progress in English acquisition. Special focus and attention must continue to be provided to these students in the areas of appropriate and daily ELD, instructional strategies designed for their proficiency level, and professional development for teachers that targets their instructional needs. English proficient students, particularly in grades 5th -8th, who are achieving below grade level, need to be closely monitored and supported to ensure that they are making academic progress. Teachers need to be provided with information that includes English proficiency levels, academic achievement data; and they need to work as a team, instead of in isolation to help these students make academic gains. Meaningful and appropriate interventions need to be implemented. All EL students need to be placed in classrooms with careful consideration to the manner in which instruction is scaffolded to guarantee daily integrated ELD in all classes throughout the day.

While RUSD EL students did show small gains related to academic performance testing, our district did not meet AMAO 3 in ELA or in Mathematics. Looking at this data in our previous Title III Year 4 Plan and our LEA Plan, it was recognized that while our students are gaining proficiency in English, they are not receiving instruction that has been designed or differentiated for English Learners. This has also been evidenced during classroom walkthrough observations. In some cases, there are not adequate intervention or support classes for ELs. Additionally, we have discovered an increased need to focus on specific strategies for our Long Term English Learners (LTELs). As discovered in the ELSSA, mobility is not a significant concern for Redlands. The majority of our English Learners at the secondary level have remained in our district since the early elementary grades. Data from the ELSSA also confirms a need for Professional Development relating to strategies for instruction and differentiation for English Learners.

The most significant area of need for English Learners has historically been related to AMAO 3, “Annual Progress in Achieving Academic Standards.” Although RUSD demonstrated a consistent positive trend in the achievement of English Learners on academic standards, attainment of National AYP AMAOs was not accomplished. However, when compared to the results across the state of California, RUSD exceeded the state “Percent Proficient Rate” from 2009 through 2013 during the last four years that the CST was administered. In 2009, the percent of EL students in California that scored proficient in English Language arts was 35.6% as compared to 40.1% in RUSD. By the 2012-2013 school year the state proficiency rate for English Learners on the CST peaked at 38.9% compared to 49% in RUSD.

Data collected regarding EL Performance on the initial SBAC testing in 2014-15 indicates that EL students at all proficiency levels are performing below the performance levels of other subgroups. The EL subgroup attained 17% Meeting or Exceeding on the ELA section of the SBAC; which is significantly lower than the White subgroup performance of 54% Meeting or Exceeding the standard. The most significant gap is within the Middle School grades with EL Performance levels below 10% of ELs Exceeding or Meeting standard. The RUSD EL subgroup performance on SBAC for ELA (17% Meet/Exceed) is higher than the County (9% Meet/Exceed) and State (11% Meet/Exceed) results, however, the Middle School performance is only slightly higher (2% higher Grade 6; 1% higher Grade 7; 2% Grade 8). This data indicates that Redlands Unified School District’s efforts at the Middle School’s within the ELA classroom need to target the success of the EL students through rigorous lessons that prepare the students for the state assessment.

The Math SBAC scores show similar trends as the ELA. The EL subgroup performance on the SBAC is 15% Meeting or Exceeding Standard; while the White subgroup is performing at 51% Meeting or Exceeding Standard. Grades 6 and 7 also show less than 10% of EL students are Meeting or Exceeding the Standard (3% Grade 6 Meet/Exceed; 8% Grade 7 Meet/Exceed). Redlands Unified School District does outperform the State and County on the EL subgroup performance in Math, however, interventions to support EL performance on the Math portion of the state assessment will need to be implemented to ensure that ELs are Meeting or Exceeding the state standards.

The district will continue to implement strategies detailed in the LEA Plan to increase Graduation rates, and decrease Dropout rates. Some of these strategies include closer monitoring of students, including English Learners, who may be at-risk of dropping out, explore ROP/CTE offerings, and develop a more effective credit recovery program. Redlands Unified School District is currently implementing the Common Core State Standards within each content area. Specific Professional Development on Literacy Across the Curriculum and Integrating Strategies to Support First Instruction were themes of nine separate Professional Development in the 2014-15 school year. The Professional Development plan for 2015-16 included training and collaboration time focusing on Reading Intervention and Math program requirements. The Secondary School programs may include a support class for RFEP students to ensure that they continue their academic growth and language acquisition beyond the ELD program. Additional support may come in the form of designated after school tutoring or enrollment in the AVID program with a focus on preparation for college. An additional support to EL students will be given by Secondary School Counselors at the Middle School and High School. They will continue to meet with students and parents regarding the progress of the students. They will identify specific academic needs and recommend interventions that will support proficiency in ELA and Math.

More teachers, including content teachers and elective teachers, need to attend training for:

- Academic Vocabulary
- Instructional and Differentiation Strategies for English Learners
- Explicit Direct Instruction
- Common Core State Standards (including new ELA/ELD standards)
- Use of Language Objectives
- QTEL and GLAD strategies
- PD for Instructional Assistants designed to support EL instruction, has not occurred outside job specific training

How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
<p><u>Please describe all required modifications to curriculum, program, and method of instruction.</u></p> <p>RUSD adopted the CCSS aligned Houghton Mifflin Harcourt <i>Journeys</i> elementary English Language Arts Program for all elementary schools within the district. The <i>Journeys</i> Curriculum includes support materials specifically designed for English Learners. The Houghton Mifflin Harcourt <i>Collections</i> curriculum was adopted for grades 6 through 8. Teachers in grades 9 through 12 are working to build CCSS aligned units of instruction utilizing the Pearson <i>My Perspectives</i> curriculum.</p>	<p>Coordinator of Curriculum and Instruction, TOAs, Coordinator of School Improvement and Professional Development 2016-19</p>	<p>Teacher release time, Sub-pay, Teacher hourly pay for Developing and Revising Scope and Sequence</p>	<p>\$125,000</p>	<p>LCFF Funding</p>

	<p>Teachers create resources for secondary teachers to implement an integrated, vertically aligned ELA/ELD approach across the district.</p> <p>Supplemental materials have been provided to enhance the Designated EL time for students. In addition, RUSD also adopted CCSS aligned mathematics programs for all grades levels, TK through 10. The goal is to provide professional development sessions to build the capacity of all core subject teachers to implement integrated ELD methods as called for by the new framework.</p> <p>Each school site has been provided with a supplemental EL allocation based on EL enrollment so that each site PLC can analyze formative data points and create targeted support structures for ELs at each school site. Additionally, release time for collaboration is allocated through the district LCAP, and Title I within the site school plans.</p> <p>To further enhance the success of the EL students and to ensure the continued growth within the AMAOs, RUSD will:</p> <ol style="list-style-type: none"> 1. Provide, refine, and monitor English Learner course placement K-12 and equity and access at secondary sites <ul style="list-style-type: none"> • Ensure well-articulated EL programs that include access to advanced courses and learning opportunities that lead to college and career readiness. • Ensure a coherent, sequential course of study from elementary to secondary for Seal of Biliteracy program. • Expand and enhance Middle School and High School ELD course supplemental support for LTELs. • Ensure Elementary sites provide both designated English Language Development (ELD) as well as integrated ELD – instruction that is integrated and expands and extends academic language development across the school day • Align the district’s secondary ELD curriculum to the new CA ELD Standards and the CA ELA/ELD Framework • Identify and provide standards-aligned instructional materials and resources, including materials and resources for Seal of Biliteracy program. 2. Provide additional intervention and differentiation to ensure EL progress in attaining high academic achievement: 	<p>Coordinator of School Improvement and Professional Development</p> <p>Site Administrators</p> <p>Administrator on Assignment CTE 2016-2019</p> <p>Language Assessment Center</p>	<p>EL Reps and ELD Teacher Collaboration for Lesson Design to incorporate Integrated and Designated Supports</p> <p>Instructional Materials and Supplies</p> <p>EL Support - Supplemental Instructional Materials and Site Licenses</p> <p>Staff and Operating Costs</p>	<p>\$4,000 (Sub Pay for Release time)</p> <p>\$11,007</p> <p>\$200,000</p>	<p>Title III</p> <p>Title III</p> <p>LCFF Funding</p>
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<ul style="list-style-type: none"> • Supplemental Educational Services transition plan to provide for tutoring and additional academic support for Title I eligible students. • Summer School – to support credit completion and on-time graduation, special needs of students with disabilities, and opportunities for support and acceleration for ELs. • Academic Case Carriers to support on-time graduation and to monitor attendance, behavior, and school performance • Online learning opportunities • Counseling to support academic, emotional, and personal needs of students at Elementary Schools • Provide all schools, site administrators and EL Representatives support in the development and implementation of quality Response to Instruction and Intervention programs. • English learner supports will be organized to provide focused cluster-based support with an emphasis on: <ul style="list-style-type: none"> ○ Developing highly engaged English Learner Advisory Committees (ELACs), ○ Increased reclassification rates, ○ Support for annual testing of English proficiency, ○ Response to Instruction and Intervention (RTII) process for English Learner achievement ○ Best first practices to support English Learner <p>3. Provide adequate support and monitoring of EL Program to ensure success at all levels:</p> <ul style="list-style-type: none"> • District Administrators, Site Administrators, Teachers on Assignment (TOAs), Site Representatives in collaboration with Office of School Improvement and Professional Development (SIPD) will organize and support a network of schools (with high concentrations of long-term English learners) to focus on the prevention of and immediate supports for long-term English Learners and underperforming reclassified students. • Staff of the Language Assessment Center and Office of SIPD work alongside principals, TOAs, EL Site Representatives, and classroom teachers to develop and implement the focus areas noted above. 	District EL Coordinator and LTEL Support Services	FTE Secondary	\$150,000	LCFF Funding	
				\$12,000	Title III
		Coordinator of School Improvement and Professional Development; Site Administrators	During the Day Interventions for EL Students: Certificated Salary	\$60,894	Title III
			Classified Salary	\$17,000	Title III
			Summer School		
		Coordinator of Curriculum Development	Teacher release time, Sub-pay, Teacher hourly pay for collaboration	\$10,000	Title III
	Site Administrators	LTEL Intervention	\$8,000	Title III LCFF Funding	

	<ul style="list-style-type: none"> • To promote accelerated English language development, provide English learners with appropriate Designated and Integrated English Language Development (ELD) until they are reclassified as English proficient: <ul style="list-style-type: none"> ○ Elementary schools: provide daily, designated ELD instruction by proficiency level. ○ Middle and senior high schools: Master schedules provide for appropriate levels, numbers, and sections of designated to support enrolled ELs. ○ K-12: Integrated ELD (academic language development across all disciplines) ○ Provide summer school ESL opportunities for remediation or acceleration that provide ELs with access to pathways that lead to timely completion of district graduation/A-G requirements. <p>4. Provide continued support through training in Effective Instructional Strategies:</p> <ul style="list-style-type: none"> • Promote and monitor ELA/ELD Framework implementation which requires effective practices to support Five Key Themes: <i>Making Meaning, Language Development, Effective Expression, Content Knowledge, and Foundational Skills</i>. Within the context of the five themes, the following instructional strategies are recommended to occur in integrated as well as designated English Language Development: <ul style="list-style-type: none"> ○ Reading: Explicit Instruction that Reveals Reading Craft and Structure ○ Writing: Explicit Teaching of Text Types and Purpose ○ Speaking/Listening: Structured Opportunities for Comprehension & Collaboration <ul style="list-style-type: none"> -Presentation Knowledge of Ideas ○ Language: Explicit Instruction in the Conventions of Standard English <ul style="list-style-type: none"> -Vocabulary Acquisition & Usage <p>5. Support targeted site-based professional development reinforced by supplemental funds to enhance the capacities of teachers who service English Learners. (These teachers attend professional development beyond that offered by RUSD that is directly related to content areas of focus).</p>	<p>Director of Curriculum and Instruction August 2016-June 2018</p>	<p>Before School and After School Intervention ELD, ELA, Math</p> <p>Classified Pay to Support Interventions</p> <p>Transportation for After School Intervention</p> <p>Conferences</p>	<p>\$12,000</p> <p>\$9,000</p> <p>\$2,000</p> <p>\$20,181</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p> <p>Title III</p>
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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><u>Describe all allowable activities chosen by LEA relating to:</u> Supplementary services as part of the language instruction program for EL students</p> <ul style="list-style-type: none"> • Provide Supplemental ELD instructional materials (<i>Journeys, Collections, My Perspectives, Academic Vocabulary Toolkit, and English 3D, Imagine Learning, Rosetta Stone</i>) • Upgrade program objectives and effective instructional strategies. • Teachers will be provided the freedom to incorporate content from core instruction into designated ELD. This is a research-supported departure from past practice of limiting ELD time to a separate curriculum. <ul style="list-style-type: none"> ○ Professional development will be provided as described in to support planning differentiated instruction. Teachers will review student data from online Reading Intervention reports and resources to identify intervention and re-teaching needs. ○ Paraprofessionals and Intervention teachers will be utilized to implement the differentiated curriculum ○ Develop and implement programs that are coordinated with other relevant programs and services. ○ EL Site Representatives will work to connect with community parents, providing support to families, teachers, school offices and English Learner Advisory Committees. • Improve the English proficiency and academic achievement of LEP children. <ul style="list-style-type: none"> ○ <i>Imagine Learning English</i> will be provided to expedite the acquisition of English and the mastery of grade level standards for LEP students. ○ Secondary Intervention and Support for LTEL Students throughout the school day within all content area classrooms • Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families • Coordinate parent involvement activities for all schools. These meetings will cover a range of topics such as child literacy, parent involvement, and community resources. • Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Incorporation of resources into curricula and programs. Tutorials will be provided to all elementary students. ○ Extensive EL Intervention (During School, Afterschool, Before School) 	Coordinator of School Improvement and Professional Development August 2016	Instructional Materials	\$10,000	Title III
		Teachers on Assignment August 2016 - June 2017	Conferences related to EL Interventions and Supports	\$20,478	Title III
		EL Representatives	Collaboration Time Sub pay Teacher Hourly	\$11,000	Title III
		District EL Coordinator	Collaboration Time Sub pay Teacher Hourly	\$4,000	Title III
		Site EL Intervention Teachers	Site Licenses	\$11,000	Title III
		Site EL Paraprofessionals	Secondary Sites LTEL Support	\$20,000	Title III
		Teachers Hourly Intervention	Certificated Salaries	\$60,894	Title III
			Classified Salaries	\$12,000	Title III
			Certificated Salaries	\$20,000	Title III
			Transportation	\$2,000	Title III
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$3421	
		EL Estimated Costs Total:		\$171,372	

Plan to Provide Services for Immigrant Students Please complete this table IF the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	Describe all allowable activities chosen by LEA relating to: <ul style="list-style-type: none"> • Enhanced instructional opportunities to immigrant students and their families <ul style="list-style-type: none"> ○ Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children: Community Liaisons will host parent meetings at all schools. These meetings will cover a range of topics such as child literacy, parent involvement, and community resources. ○ District EL Coordinator and Coordinator of School Improvement and Professional Development will provide training and support for teachers and classified staff regarding the needs of the district’s newcomer population. ○ The Superintendent or designee will actively participate with Conference for Parents by Parents, <i>Plaza Comunitaria</i>, and District DELAC/site SSC and ELAC trainings. Each group focuses on leveraging integral resources to support immigrant families. Partners who are focused on a wide swath of family and student needs are represented. • Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth: <ul style="list-style-type: none"> ○ Counseling services will be available to all students in the district. • Title III (Immigrant) funds will be used to fund the Rosetta Stone licenses at a percentage that is no greater than the percentage of Title III (Immigrant) qualifying students using the program. 	Coordinator of School Improvement and Professional Development August 2016 – June 2019 Classified and Certificated Staff of <i>Plaza Cumunitaria</i> EL Coordinator	Tutoring Services for school age English Learners (Immigrant status) Classified Salaries Certificated Salaries Instructional Materials and Supplies and Site Licenses Web-based	\$18,827 \$2432 \$4828	
	H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$521
		Immigrant Estimated Costs Total:		\$26,087	