

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: 21-65466 LEA Name: San Rafael City Schools High School District Title III Improvement Status: Year 6

Fiscal Year: 2016-2017 EL Amount Eligibility: \$38,655 Immigrant Amount Eligibility: \$19,789

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 Instructional services will be expanded to promote English learners student achievement. The district goal will be to enhance instruction for English learners by reorganizing and realigning ELD and Common Core Standards into course sequence, developing curriculum for a new ELD Social Studies course, providing ELD professional development and expanding the use of technology to motivate ELL students' academic and language learning experiences.</p>
	<p>Use the sub-grant funds to meet all accountability measures The high school district has received an increase of English Learners (especially newcomers) who are new to the country with limited or interruptions in formal schooling. In order to address their needs teachers need targeted professional development. Additionally, students will benefit from having access to supplemental hands-on materials partly through the use of technology, curricular enrichment experiences. Parent education is also an essential link to strengthening the link between home and school and adapting to the acculturation process. Teachers and community liaisons will do parent outreach to improve communication and involvement.</p>

<p>Hold the school sites accountable SRCS holds sites accountable by monitoring the academic achievement and alignment with Single Plan for Student Achievement through CELDT and CAASPP data, reclassification rates, other performance indicators such as benchmark and formative assessments. In addition, site Language Assessment Teams monitors the success and progress of their English Learner students. The data collected is examined to identify trends and patterns in order to further inform EL program. Information is shared between the school sites and the district.</p> <p>The software tool Ellevation which allows educators to take a detailed look at their English Learners to review a student’s language proficiency, accommodations, and monitor current, reclassified and exited students will be utilized and information will be shared between the schools and district and with parents.</p> <p>Classroom walkthrough observations will be conducted. LAS links will be used as a progress monitoring tool. Site leaders will meet with district leaders in the Instructional Leadership Team Meetings twice a month to review expectations, celebrate successes and address needs.</p>
<p>Promote parental and community participation in programs for ELs Parent outreach in the primary home language using various modes of communication (phone, email, person to person) ELAC meetings in every site once a month with active participation from parents DELAC meetings once a month with representatives from different schools Parent leadership project’s leadership institute through the Parent Services Project Organization</p>

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 A veteran EL teacher will be paid for a release period to provide English Language Development Coordination of curriculum, instruction and assessment. This person will be a lead person for the rest of the EL staff at one of the high schools.</p> <p>-----</p> <p>Additionally, teachers from the two high schools will receive release time for professional development for ELD instruction, curriculum and planning for the new ELD Social Studies course. The course will be presented, reviewed and approved by the secondary advisory council.</p> <p>-----</p> <p>Supplemental books to enhance language development will be purchased as a resource for teachers and use in the classroom</p>	<p>Site Administration EL Lead Teacher EL Teachers</p>	.2 FTE Release Period	\$10,000	EL
		<p>EL Director Secondary Director Curriculum Advisory Council 9/2016-6/2017</p>	Hourly pay for 4 teachers x 20 hours	\$5,657	EL
		<p>EL teachers Administrators</p>	Materials	\$3,000	EL
		<p>EL Teachers EL students</p>	Chromebooks Printers & headsets	\$10,000	EL
		<p>Provide high quality professional development Release time for professional development off campus for “ELD instruction and developing curriculum as well as planning for new ELD Social Studies course</p> <p>Professional development for intervention programs that target EL</p>	<p>ELA/ELD Curriculum frameworks Common Planning Time</p>	Release time, stipends for trainers & substitutes	\$3,120

	students on campus	Social Studies materials & framework	Overtime for teachers and support staff		
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>				
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> <ul style="list-style-type: none"> • Limited interventions for newcomer and long term English learners • Despite our growth over the years, we are aware that more professional development needs to be provided to both teachers and administrators so that we are better equipped to support our English Language Learners. • The district has gone through many changes with different technology systems. <p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <ul style="list-style-type: none"> • Continue work on differentiated designated ELD curriculum units using universal backwards design, SIOP, and model curriculum units from other districts and states as a model • Increase tiered instructional interventions and supports for newcomer students and long term English Language Learners • Design a language assessment team where teachers and administrators examine data, look for trends and patterns and identify priorities for English learners • Develop a pathway for students with limited or interruptions in formal education 				

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> <ol style="list-style-type: none"> High-quality professional development for teachers and paraprofessionals that target EL students on campus Curriculum Development (coordinating curriculum, instruction and assessment. Facilitating the reorganization and alignment of ELD and common Core standards into course sequence. This role is intended to assist teachers with creating new classes, developing additional curriculum. It is an additional responsibility added to the schedule of one of the teacher's caseload at San Rafael High. Parent and Family Involvement <p>To increase and enhance communication with families as well as improve EL parent participation in the school community</p> <ol style="list-style-type: none"> Technology: purchase of additional chrome-books with cart, headsets and 2 printers to enhance students' academic and language learning experiences. <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	Teachers Administrators Tutors Parents	<ol style="list-style-type: none"> Trainers Common planning or release time Release time, curricular resources, standards & assessment tools Translators Interpreters Facility technology 	<p>\$5,657</p> <p>\$10,000 for 1 .02 FTE (Department chair)</p> <p>\$6,120</p> <p>\$10,000</p>	EL	
	F. EL Overall Budget			EL 2% for Administrative/Indirect Costs:	\$758	
				EL Estimated Costs Total:	\$38,655	

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> <ol style="list-style-type: none"> Additional classroom supplies for newcomers including resources that are supplemental to SDAIE Conferences that focus on working with English Learners Curricular enrichment experiences Technology resources <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	Principal, assistant Principal, Teachers Tech Department Museum and university for field trip	Materials	\$7,789.00	EL
			Conference admission, travel	\$1,000	
			Transportation and admission costs	\$2,000	
			Chromebooks Storage cart for newcomer class	\$9,000	
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$1,120	
		Immigrant Estimated Costs Total:		\$19,789	