**Title III LEA Plan Performance Goal 2**

**All limited English proficient (LEP) 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: 5472181 LEA Name: \_Sunnyside Union Elementary Title III Improvement Status: Year 2**

**Fiscal Year: 2016-2017 LEP Amount Eligibility: $14,025 Immigrant Amount Eligibility: $800**

**Plan to Provide Services for Limited English Proficient Students**

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| 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:** | | | | | |
| 1. Required Content | Implement programs and activities in accordance with Title III    Sunnyside Union Elementary plans to increase supplemental support for English Learners specifically through increasing literacy, critical thinking skills and academic language and conversations. Sunnyside Staff and Support Staff will become better trained to increase instructional strategies for EL learners. | | | | |
| Use the subgrant funds to meet all annual measurable achievement objectives (AMAOs)  Subgrant funding will be used to provide professional development to teachers and support staff for a better understanding of how to increase students’ English proficiency, literacy and conversation skills. Sub grant funding will also be used to pay for an instructional aide to provide supplemental instruction specifically targeting newcomer students and CELDT Level 1-2 students and Long Term English Learners. | | | | |
| Hold the school sites accountable  Sunnyside Union Elementary administration will provide training and participate in the trainings. The administration will then monitor classrooms to ensure teachers and support staff are properly implementing all strategies. | | | | |
| Promote parental and community participation in programs for ELs  Parental support is a key component to a successful implementation. Sunnyside Union Elementary will continue to promote Family Literacy Nights. These Family Literacy Nights will be translated and specifically target our English Learner parents/guardians. | | | | |
| **How the LEA will:** | | Persons Involved/  Timeline | Related Expenditures | Estimated Cost | Funding Source  (LEP, Immigrant, or other) |
| 1. Required Content | Provide high quality language instruction   * Sunnyside Union Elementary has worked with Tulare County Office of Education, Laura Gonzalez and Lisa Lemus, to create Common Core ELA/ELD units of study and implement high quality reading instruction. * Sunnyside Union Elementary will provide instructional support and coaching for all classroom teachers in the implementation of ELA/ELD standards. | Laura Gonzalez, Lisa Lemus/Fall 2016  Steve Tsuboi/Fall 2016 |  | $800/day | LCFF, LCAP |
| Provide high quality professional development   * Sunnyside Union Elementary will provide professional development to our ELD 6-8th Grade teacher on Long Term English Learners. * Sunnyside Union Elementary will provide Integrated English Language Development Training for all K-5 teachers on August 3-5th. | Cathy Davis June 13, 2016  Optional Teacher participation | Daily Pay $32/Hour X8  $256  Daily Pay $20-40/Hour X 16 hours | Registration Fees  $125/person  $800/day consultant fee | Title I  Title I |
| 1. **Required for Year 2** | **Goal 2 Improvement Plan Addendum\* (IPA) for items A-B:**  **Please describe the factors contributing to failure to meet AMAO target(s).**   * **Sunnyside teachers are responsible for ELD and intervention time. ELD does take place, but often was seen as something above and beyond and not integrated and not consistent with what was being taught in class. On August 3-5, 2016 Sunnyside Teachers are undergoing an Integrated English Language Development Training with Laura Gonzalez with TCOE. In terms of intervention, teachers need to incorporate additional time to intervene. Time and lack of instructional aides is often an excuse as to why intervention doesn’t occur. Computers need to be utilized, in addition to small group instruction with meaning instruction.** * **Prior to the 2015-2016 school year, the teachers were solely using Treasures as their Core ELA curriculum. During the 2015-2016 school year, teachers went through extensive ELA/ELD pacing calendar training with Laura Gonzalez. We had a large amount of students reclassify this year and have high hopes of huge gains in AMAO #1 and #2 this year.** * **EL Parent meetings and ELAC meetings are not very well attended. We have a low percentage of English learner parents who participate in our trainings. We do send home notifications and resignation papers and it is very difficult to get parents to participate in their student learning. Many efforts in our LCAP are being made to increase parental involvement.** * **Sunnyside does not have ELD progress monitoring. This has been a goal in our Title III plan, however, it has not yet been incorporated due to lack of time. Track My Progress currently is used as our ELA and Math benchmark system, however EL benchmarking hasn’t been put on the forefront.** | | | | |
| 1. **Required for Year 4** | **Goal 2 IPA\* for items A-B:**  **Please describe the factors contributing to failure to meet AMAO target(s).** | | | | |
| **Please describe all required modifications to curriculum, program, and method of instruction.** |  |  |  |  |

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| LEAs receiving or planning to receive Title III LEP funding may include allowable activities. | | | Persons Involved/  Timeline | Related Expenditures | Estimated Cost | Funding Source |
| 1. Allowable Activities | **Describe all allowable activities chosen by LEA relating to:**  Supplementary services as part of the language instruction program for LEP students  **Supplementary EL Support**   * Sunnyside Union Elementary will provide our students with a trained English Learner instructional aide specifically targeting English Learners needing additional assistance. * Sunnyside will employee a part-time ELD coordinator and Tester to complete all required second language testing and data collection to improve reclassification rate of English Language Learners.   **Professional Development**   * Sunnyside Union Elementary will provide professional development to our Title III Instructional Aide on Guided Reading. Participant will learn how to: Foster independence and interests through the use of a variety of texts, Guide readers in smaller focused groups that allow for strategic and responsive teaching to refine skills needed to process complex texts in all content areas. Use a variety of assessment tools (running records, miscue analysis, anecdotal noting, conferring conferences etc.) and Establish routines that maximize the reciprocity of reading and writing skills * Sunnyside Union Elementary will send 8 Teachers, 1 administrator, and 1 EL Supplemental Instructional Aide to the Best Results for English Learners Conference in Fresno on November 1, 2016 | | Alejandra Balderas, Split Funded 2016-2017 school year  Alejandra Balderas  August 3-4 and September 22  Jody Gunderman | Daily Pay  $20/Hour X16  $320  $250 (sub costs)  $2000 | $10,286  $20,000  Registration Fees $125  Registration Fees $100/person  $1000 | Title III  LCFF  Title III  Title III |
| 1. LEP Overall Budget | | LEP 2% for Administrative/Indirect Costs: | | | $280 | |
| LEP Estimated Costs Total: | | | 14,025 | |

\*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

**Plan to Provide Services for Immigrant Students**

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| 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 |
| 1. Allowable Activities | **Describe all allowable activities chosen by LEA relating to:**  Enhanced instructional opportunities to immigrant students and their families  \*Please see <http://www.cde.ca.gov/sp/el/t3/immprogrview.asp> for a list of allowable Immigrant activities  Sunnyside Union Elementary will provide our Immigrant students with a trained English Learner instructional aide specifically targeting their individual needs. Mrs. Balderas will be their academic tutor to help them succeed. | | Alejandra Balderas, 2016-2017 school year |  | $784 | Title III Immigrant |
| 1. Immigrant Overall Budget | | Immigrant Administrative/Indirect Costs: | | | $16 | |
| Immigrant Estimated Costs Total: | | | $800 | |