

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: 54-71894 **LEA Name:** Ducor U.E.S.D **Title III Improvement Status:** Year 2

Fiscal Year: 2016-17 **EL Amount Eligibility:** \$11,111 **Immigrant Amount Eligibility:** NA

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>The Ducor Union Elementary School English learner program currently provides for the following instructional services to students identified as English learners:</p> <p>K-8 EL students who have been assessed on the CELDT and found to be at “less than reasonable levels of fluency in English” (CELDT levels 1 – 3) receive daily designated instruction in ELD, integrated ELD instruction throughout the day, and access to core content subjects through SDAIE instruction. Ducor Union Elementary School is implementing the ELA/ELD state standards adopted by the State Board of Education in 2010. ELD instruction focuses on listening, speaking, and reading and writing in English, is targeted to the students’ levels of proficiency in English, and is based on the state ELA/ELD Common Core state standards. Core content instruction is based on Common Core state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE are taught by teachers with the appropriate state authorizations.</p> <p>K-8 students who have been assessed on the CELDT and found to be at “reasonable levels of fluency in English” (CELDT levels 4 – 5) receive daily instruction in ELD (designated and integrated) targeted to their language proficiency needs, and grade-level instruction in the Common Core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used.</p> <p>Depending on availability of funding the district may provide one or more of the following supplemental services to targeted EL students:</p> <ul style="list-style-type: none"> • Tutorials (before and after school hours) • Intervention programs (during the school day) • Extended day for EL kindergarten students • Summer school targeted to EL student needs
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Use the subgrant funds to meet all accountability measures

Ducor Union Elementary School District has set the following annual goals for EL students in the area of ELD, reading/language arts and math. ELD growth is measured by the state assessment, CELDT; reading/language arts and math are measured by the California Standards Test and local measures per the English Learner Plan. In the interim period as the state moves from CST testing to Smarter Balanced testing, Ducor School utilizes the CASSP Digital Library Interim Reports.

The Ducor Union Elementary School has set the following goals for EL learners:

- ELD: progress on ELD standards mastery
- ELA: progress in academic vocabulary development and reading comprehension, as measured by running records, published reading inventories, teacher developed standards-based assessments
- ELA: progress in writing, based on grade level writing application
- Math: progress in computation and concept attainment, as measured by district quizzes and grade level performance tasks

SUPPLEMENTAL PROGRAM DEPENDING ON THE AVAILABILITY OF SUPPLEMENTAL FUNDS

The Ducor Union Elementary School District plans to use Title III funds, to the extent that these funds are available, to help EL students meet these measurable objectives by implementing one or more of the following:

- Help teachers to further develop standards-based interim assessments in ELD, language arts and math utilizing an onsite coach
- Help teachers to develop improved checklists or inventories that monitor student progress in these areas and provide guidance for instructional decisions in ELD, language arts and math utilizing an onsite coach
- Develop interventions for EL students who are not making adequate progress on interim benchmarks
- Provide on-going professional development and coaching to teachers in providing high-quality, standards based instruction in ELD, language arts and math to EL students
- Align with LCAP funding to support ELD training for teachers
- Align with LCAP funding to support ELD CA. Standards with current and new academic core books and resources
- Align with LCAP funding to support ELD web base support programs in ELA/MATH standards

Hold the school sites accountable

The Ducor Union Elementary School District is committed to monitoring the academic achievement of its EL students. To ensure that EL students are making satisfactory progress towards the interim and annual goals stated earlier, the Ducor Union Elementary School English Learner program employs the following monitoring process:

- All EL student records (testing, copies of letters to parents, grades, etc.) are kept in a language development folder. This folder is updated yearly, and accompanies the student as he/she changes schools.
- Site EL Coordinator is selected who gathers and monitors EL student records, coordinates EL testing, advises teachers and the principal about EL student placement and groupings, monitors EL student progress and is a liaison for the teachers, EL Committee and principal.
- The District LCAP targets the needs of EL students in achieving each of the state's eight priorities.
- EL progress towards state Board standards and expectations in each priority is evaluated in the annual LCAP update using the state and local evaluation rubrics and state reports in the new state Accountability System.
- 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, schedules and attends advisory meetings and ensures implementation of district plans to meet the language and academic needs of the EL students.
- As year-end assessment results are received, they are studied to determine if EL students met their annual yearly progress goal (based on length of time in the district's language program). Necessary changes are implemented immediately for the new school year.
- professional development is provided for staff in the following areas:
 - EL Master Plan
 - Effective ELD and SDAIE strategies
 - Diversity and Equity training
 - ELD Institutes
 - Standards-based instructional planning for Common Core ELA/ELD and math
- Title III funds may be used as available to supplement these activities.

Promote parental and community participation in programs for ELs

The school currently has written parent involvement policies and EL parents are involved in developing site plans. The district has properly constituted English Learner Advisory Committee which meets regularly to fulfill its responsibilities in advising school and district staff and the Board on the English learner program.. Leadership and parental involvement training is offered for parent leaders and members.

SUPPLEMENTAL PROGRAM DEPENDING ON THE AVAILABILITY OF SUPPLEMENTAL FUNDS

Title III funds will, to the extent that they are available:

- Provide classes for parents to develop skills, techniques and strategies to assist their children at home.
- Provide ESL classes to parents of EL students.
- Provide a bilingual translator for parents to call who need additional support in negotiating the meaning of written information sent home.
- Hire staff to make phone calls to parents, provide transportation to meetings, and offer child care.

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 Use of adopted Math and ELA/ELD curriculum materials and supplementary ELD materials.	Principal Fall 2016	ELA/ELD curriculum ELD supplementary materials	\$10,300	LCFF base LCFF S&C
	Provide high quality professional development A highly quality coach will be hired on site to assist, monitor, coach, support, collaborate with all new and current teachers utilizing the current ELD standards and current curriculum aligned to the ELA/ELD standards and current adopted reading program	Principal Fall and Spring 2016-17	Coach	\$11,111	Title III
C. Required for Year 2	Goal 2 Improvement Plan Addendum* (IPA) for items A-B: Please describe the factors contributing to failure to meet desired accountability measures. <ul style="list-style-type: none"> • New teacher recruitment/limited ELD experience • Minimal new teacher training/ELD • New Math program/training in process aligned with ELD standards 				

D. Required for Year 4	Goal 2 IPA* for items A-B: 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	Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students: <ol style="list-style-type: none"> 1. Enhance academic core subject matter 2. Professional development for teachers and staff 3. Intensify ELD strategies 4. Provide tutorial for academic growth 5. Provide community participation *Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities	Principal/parents teachers Fall 2016	Adopted ELA/ELD Math TCOE training	\$5000	LCFF/LCAP
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$0	
		EL Estimated Costs Total:		\$11,111	

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	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				
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:			
		Immigrant Estimated Costs Total:			

