

## 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:** 1563412 **LEA Name:** Delano Joint Union High School **Title III Improvement Status:** Year 4+

**Fiscal Year:** 2016-2017 **EL Amount Eligibility:** \$104,657 **Immigrant Amount Eligibility:** \$9,524

### 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>English Learner Assessment:</p> <p>Upon first enrollment in a California public school, the LEA uses the Home Language Survey (HLS) to determine a student's primary language. Once the primary language is determined for a student, it does not need to be redetermined unless the results are disputed by a parent or guardian. If the HLS is completed in error, the parent or guardian may make a request to change it. However, once a student is identified as either IFEP or English learner based on CELDT results, changing the HLS will not change the student's identification. At this point, the student's English learner status will change only when an LEA reclassifies the student.</p> <p>If a language other than English is indicated on</p> <ul style="list-style-type: none"><li>• Any of the first three questions, the student should be tested with the CELDT.</li><li>• The fourth question, the student may be tested at the LEA's discretion.</li></ul> <p>All pupils whose primary language is other than English who have not been previously assessed or are new enrollees to the school district shall have their English language skills assessed with the CELDT within 30 calendar days from the date of initial</p>
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enrollment. All English learner students are assessed annually with the CELDT until reclassification criteria is met.

Annual assessments shall be administered as follows:

- The English language proficiency of all currently enrolled English learners shall be assessed by administering the test during the annual **assessment window beginning July 1 and ending on October 31 of each school year.**

Students in grades 2–12 are considered to have met the CELDT criteria for English proficiency when the

- Overall performance level is Early Advanced or higher;
- Domain scores for Listening, Speaking, Reading, and Writing are at the Intermediate level or higher; and
- According to the methods as outlined in number 6 a-h on page 26 of this Document.

The above criteria for students in grades 9–12 should be met for an IFEP designation.

#### English Learner Language Program Placement

The district offers sheltered English Immersion for the beginning, early intermediate, and “low intermediate” for English learners with less than reasonable fluency normally not to exceed one to two years. Once English learners have acquired a good working knowledge of English, they are transferred to English language mainstream classrooms.

Consistent with state law governing the operation of English immersion programs, a parent may request and be granted a “waiver” of the requirement that their child be taught in a *Structured English Immersion* program. Parents who are granted this exception waiver can then request that their child be placed in the *Mainstream Program* or request an alternative program. Consistent with board policy, the chart on the following page shows the timeline for processing parent exception waiver requests.

A brochure is given to parents at their local school site at the time of student registration. The brochure includes program options and descriptors. The brochure also explains the procedures for applying for a Parental Exception Waiver.

Other students who may be exempted from *Structured English Immersion* participation include the following:

- English Learners who are on Individualized Educational Plans (IEP’s) do not have to be placed in the *Structured English Immersion* program unless Special Education personnel deem that an appropriate placement.
- English learners attending a District alternative school or who are enrolled in a district individualized course of study (i.e., independent study or Individualized Education Plan).

- Students whose parents have completed and been granted a waiver following the district's waiver process.
- District Instructional Programs for English Learners

Program Name	Structured English Immersion	English Language Mainstream Program	Bilingual Instruction Program
	Emerging/Expanding	"High" Expanding/Bridging	Parent Waivers
<b>Description</b>	This is an accelerated program to teach foundational English grammar and literacy skills as well as assist students in the mastery of the speaking domain.	Students learn grade-level core curriculum and study advanced academic English grammar.	Students learn core subjects in Spanish and learn English as a subject.
<b>Goals</b>	1. Rapid development of foundational English language skills in listening, speaking, reading, grammar and writing. 2. Subject matter/core instruction at language ability level. Note: This is a literacy program that is driven by the English Language Development (ELA/ELD CCSS) Standards using the District-adopted ELD text(s) and methods.	1. Development of academic English language grammar. Rapid development and proficiency of foundational English language skills in listening, speaking, reading, grammar and writing. 2. Grade appropriate subject matter learning with modified instruction (SDAIE materials, etc.)	1. Grade-appropriate subject matter learning in Spanish. 2. English Language Development.
<b>Students Served</b>	English Learners with less than "reasonable" overall English fluency: • Emerging (Beginning) • Expanding (Early Intermediate) • Expanding Low Intermediate	English Learners with "reasonable" English fluency: • Bridging (High Intermediate) • Bridging (Early Advanced) • Bridging (Advanced)	Students with grade-level Spanish language proficiency who would have been placed in SEI program.
<b>Program Duration</b>	One or more years, depending on need.	<ul style="list-style-type: none"> <li>• Students should exit this program after a maximum of three years.</li> <li>• Teacher recommendation</li> </ul>	Maximum of three years. Exit to Transitional or Mainstream programs.
<b>Language Instruction</b>	ELD Three class periods daily Grade level English	English Language Arts One or two class periods daily	Dependent on student's CELDT level
<b>Core Content</b>	1. Subject matter at language ability level 2. Sheltered strategies	1. Transition to grade level subject matter 2. Sheltered/SDAIE strategies	Delivered in Spanish or SDAIE (for some subjects)
<b>Special Features</b>	This program is legally considered to be an "English Immersion Classroom" and is required by state law (Prop. 227).	This program is legally considered to be an "English Language Mainstream Classroom."	District approved parent waiver request.

	<p>DJUHSD will:</p> <ul style="list-style-type: none"> <li>• Notify parents of English Learners within 30 calendar days of the public release that the LEA did not meet all Title III AMAOs, in writing.</li> <li>• Modify curriculum, program and method of instruction to ensure that the AMAOs will be met.</li> </ul>
	<p>Use the subgrant funds to meet all accountability measures</p> <p>DJUHSD will implement standards-based/standards-aligned ELA/ELD instructional materials, including intervention and supplemental materials.</p> <p>We will provide the necessary professional development, instruction, supplementary materials, and interventions to increase student academic performance and progress and achieve Title III targets and proficiency on the SBAC and CELDT test that includes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> continuing to practice and incorporate SDAIE, Explicit Direct Instruction (EDI) to check for understanding and re-teaching if necessary, Cornell Note taking, WICR, Costa's Levels of Questioning, Depths of Knowledge Levels of complexity, sentence frames, think-pair-share, collaborative/cooperative grouping, and graphic organizers;</li> <li><input type="checkbox"/> analyzing state and local data in a timely manner for targeted, coherent and sequential professional development, academic interventions, and refinement of instruction, curriculum and assessments. A data person has been designated to correct and disseminate local assessment data to the cohort teams;</li> <li><input type="checkbox"/> providing supplementary mathematics and reading/writing instruction, targeted intervention, and afterschool tutorials;</li> <li><input type="checkbox"/> reducing class size for English Learners not yet proficient or meeting target.</li> <li><input type="checkbox"/> increasing academic interventions before and after school, Saturdays and summer; and</li> <li><input type="checkbox"/> monitoring of effectiveness of teaching strategies and refinement when necessary.</li> </ul>
	<p>Hold the school sites accountable</p> <p>The English Learner program as well as EL student progress is monitored and evaluated on an ongoing basis. Formative assessment is conducted daily during instruction and through performance on unit exams and local assessments known as FACCs (Formative Assessments of Common Core Standards). Data from summative assessments that include local benchmarks, CELDT, and SBAC are analyzed and a plan of action is developed when targets are not achieved. Curriculum and instruction are refined, modified, and aligned to meet student needs and State Standards. Targeted professional development is conducted to enhance and reinforce evidence-based strategies such as SDAIE, ELD, DOK, and EDI. Site administration monitors the implementation and practice of evidence-based strategies and the modification of curriculum.</p>

	<p>Promote parental and community participation in programs for ELs</p> <p>Parental and community participation will be promoted via Blackboard Connect all call, personal calls to our parents, and publication of meetings in the local newspaper.</p> <p>The district and school sites conduct regular meetings throughout the year to review EL programs and outcomes with our English Learner parents.</p> <p>Parents and community members have the opportunity to contribute to the decision making process in the development and approval of the LEA plan, Single School Plan, LCAP and the update of Goal 2 of the LEA plan.</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>DJUHSD teachers will make use of the following strategies to continue developing students' English Literacy and mathematics skills:</p> <ul style="list-style-type: none"> <li>Content-based ELD/SDAIE methods and other methodology</li> <li>Grammar-based approaches</li> </ul> <p>For content area instruction, teachers will make instruction comprehensible by using strategies associated with Primary Language instruction and, for students receiving core instruction through English, methods associated with Specially Designed academic Instruction In English (SDAIE).</p> <p>The DJUHSD philosophical Framework for ELD instruction is based on extensive discussions, observations of classroom instruction, practical experience, data and research were synthesized by our ELD Task Force to establish the following core principles related to language teaching and learning:</p> <ol style="list-style-type: none"> <li>English Learners produce their way to higher levels of language, competence, therefore, students must produce at least half of the language during every ELD lesson (50/50) rule;</li> <li>Students will use complete sentences or respond in complete thought at all times;</li> <li>Language teaching is driven by a clear and discrete English language skill objective; as stipulated in the English Language Development standards;</li> <li>English Learners must be grouped by homogeneous CELDT levels for ELD instruction;</li> <li>Teachers' skills and certain ELD methods are the critical factors in students' English Learning; and,</li> </ol>	District and site administration, Local and State Assessment Coordinator at each school site, ELD Department Chair and teachers	IV. Portion of two ELD Coordinators	IV. Certificated Salary & benefits \$53,684	Title III LEP
			IV. Two three hour instructional assistants	IV. Classified Salaries & Benefits \$35,217	Title III LEP
				III. Supplementary Equipment & Materials \$15,756	Title III LEP

	<p>II. DJUHSD will Ensure all students are provided with high quality standards aligned curriculum and instruction by allowing teachers to:</p> <ul style="list-style-type: none"> <li>Analyze district/site data and local assessments to measure and refine the quality of instruction and student learning.</li> <li>Collaborate with cohort</li> <li>Refine instruction, curriculum, and assessments.</li> <li>Provide time during the day for staff to analyze and utilize levels of performance as measured by pass rates, SBAC, CELDT, EAP, AP and local assessments to refine appropriate instruction, and align and refine curriculum.</li> </ul> <p>III. Purchase supplemental/intervention standards aligned instructional materials/software and supplies for the core areas of English, ELD, Mathematics, science, and social studies.</p> <p>IV. Provide support staff to assist English Learners in attaining proficiency: portion of ELD coordinator and instructional assistants to provide instructional support for ELs in the core curriculum.</p> <p>V. Reduce class size for English Learners not meeting standard or attaining proficiency.</p> <p>VI. Provide intervention, enrichment and tutorials to attain student outcomes during the day, Summer School, afterschool, and on Saturdays.</p>				
	<p>Provide high quality professional development</p> <p>I. Provide high quality professional development and support for teachers, administrators, and paraprofessionals that is:</p> <ul style="list-style-type: none"> <li>Targeted, coherent, relevant and sequential</li> <li>Aligned to the academic content standards</li> </ul>		<p>Professional development SDAIE, ELD, DOK, Data Analysis, EDI</p>	<p>Services &amp; Operating Expenses \$10,756</p>	<p>LCFF S &amp; C</p>

	<ul style="list-style-type: none"> <li>Incorporated with Twenty-First Century Standards and the 4Cs (Critical Thinking, Communication, Collaboration, and Creativity).</li> <li>Provided with evidence-based strategies such as Explicit Direct Instruction (EDI), Cornell Notes, WICOR, Costa's Levels of Questioning, graphic organizers, CPM, SDAIE, DOK Levels of Complexity, ELD methodology, Co-teaching and other evidence based strategies to improve student learning.</li> <li>Provide support for teachers through mentors and other support services.</li> </ul>				
<b>C. Required for Year 2</b>	<b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b>  <b>Please describe the factors contributing to failure to meet desired accountability measures.</b>				
<b>D. Required for Year 4</b>	<b>Goal 2 IPA* for items A-B:</b>  <b>Please describe the factors contributing to failure to meet desired accountability measures.</b> Our district and schools have all surpassed the state targets with respect to AMAOs 1, 2a and 2b. Our goal is to continue to surpass the state targets in students making progress in learning the language. DJUHSD did not make AMAO 3 in 2012-13. AMAO 3 was the CAHSEE proficiency rates for English Learners.				
	<b>Please describe all required modifications to curriculum, program, and method of instruction.</b>  DJUHSD adopted ELD/ELA CCSS aligned curriculum for English Language Development to provide students with an optimal learning environment. Our plan is to continue with the following actions to improve student learning. <input type="checkbox"/> Provide staff time for data, outcome and performance analysis is conducted on a weekly basis	District and site administration,  Local and State Assessment Coordinator at each school	Professional Development,  Data analysis, refinement & Alignment of curriculum	Services & Operating Expenses \$24,000	Title I LCFF S&C



<ul style="list-style-type: none"> <li>□.Provide targeted, coherent, and sequential professional development in English language arts and content areas;</li> <li>□Provide evidence-based professional development that include ELD, SDAIE, EDI, DOK, think-pair-share, graphic organizers, and sentence frames.</li> <li>□ Provide targeted academic interventions during the day, before and after school, Saturdays, and during vacation;</li> <li>□ refinement, modification, and alignment of curriculum;</li> <li>□ analysis of benchmark assessments and FAC's; and</li> <li>□ monitor effectiveness of teaching strategies and refinement when necessary.</li> <li>□ Provide core content classroom instruction practices aligned with the CCSS</li> <li>□ Provide up-to-date technology to improve student learning.</li> <li>□ Reduce class sizes for students not attaining proficiency.</li> <li>□ Utilize levels of performance as measured by pass rates, SBAC standard met rates, EAP, AP and local assessments to provide the appropriate instruction and interventions.</li> <li>□ Provide support staff to assist English Learners attain proficiency.</li> </ul>	site, ELD Department Chair and teachers	Tutorials	Certificated/Classified Salaries & Benefits \$18,000	Title I LCFF S&C
	Instructional assistants	Support staff	Classified Salaries & Benefits \$183,033	Title I
		Technology	Equipment \$60,000	Title I LCFF S&C

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	<b>Describe all allowable activities chosen by LEA relating to:</b> Supplementary services as part of the language instruction program for EL students	District and site administration, Local and State Assessment Coordinator at each school site, ELD Department Chair and teachers	Portion of two ELD Coordinators	Certificated Salary & benefits \$53,684	Title III LEP
	Fund a portion of two ELD coordinators to coach teachers on ELD/SDAIE instructional strategies.		Two three hour instructional assistants	Classified Salaries & Benefits \$35,217	
	Provide instructional assistants to help ELD students in ELA and core content classes to support teacher instruction.		Supplemental materials	Supplementary Equipment & Materials \$15,756	Title III LEP
	Purchase supplementary reading materials in the classroom.				
	Provide students with enrichment activities such as field trips to educational institutions that include colleges, universities and museums.				
	*Please see <a href="http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp">http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp</a> for a list of allowable EL activities				
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$0	
		EL Estimated Costs Total:		\$104,657	

### 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><b>Describe all allowable activities chosen by LEA relating to:</b> Enhanced instructional opportunities to immigrant students and their families</p> <p>Purchase supplementary materials and equipment for student learning including picture dictionaries, CD players for listening for enunciation and speaking, Essential Words, Scholastic readers, supplementary reading</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/immprogrview.asp">http://www.cde.ca.gov/sp/el/t3/immprogrview.asp</a> for a list of allowable Immigrant activities</p>	<p>District and site administration, Local and State Assessment Coordinator at each school site, ELD Department Chair and teachers</p>	<p>Supplemental Supplies &amp; Equipment</p> <p>Transportation and entrance fees</p>	<p>Supplementary Equipment &amp; Materials \$9,524</p>	<p>Title III Immigrant</p>
<b>H. Immigrant Overall Budget</b>		Immigrant Administrative/Indirect Costs:		\$0	
		Immigrant Estimated Costs Total:		\$9,524	