

Title III LEA Plan Performance Goal 2

All limited 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: 10-62414

LEA Name: Sanger Unified School District

Title III Improvement Status: Year 4+

Fiscal Year: 2016-2017

EL Amount Eligibility: \$185,045

Immigrant Amount Eligibility: \$6,035

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 <ul style="list-style-type: none"> • Provide supplemental professional development, resources, and coaching specifically designed to enhance ELD instruction, increase student engagement, provide access to grade level content standards, and build academic language skills for English learners needing additional support.
	Use the subgrant funds to meet all accountability measures <ul style="list-style-type: none"> • Acquire electronic software programs to enhance PLC lesson planning and to refine “Individualized Language Plans” targeting English learners who are at-risk of becoming Long Term English learners. • Purchase supplemental materials to enhance instruction and support for English learners, especially those who did not meet growth or proficiency targets.
	Hold the school site accountable <ul style="list-style-type: none"> • Teachers will review English Learner data frequently to monitor student progress using educational software and tools. • Administration will follow-up with sites to ensure Designated ELD is on the master schedule, focused on ELD standards, and students are grouped by new ELD proficiency levels for designated instruction. • On-going professional development designed to build capacity of English Learner Site Contacts (ELSCs), and these contacts will provide targeted ELD coaching based on English learner data and site needs.

Promote parental and community participation in programs for ELs

- Expand parent and community participation programs and opportunities, such as Family Literacy Nights, Family Math Nights, Family Language Nights, Parent Institute for Quality Education (PIQE), Parent University, other educational workshops, etc.
- Translation services will be provided and available to all sites.

How the LEA will:	Persons Involved/ Timeline	Related Expendiures	Estimated Cost	Funding Source
B. Required Content	<p>Provide high quality language instruction</p> <p>Personalized training, demo lessons, and resources to support English learners throughout Integrated and Designated ELD.</p>	<p>Supplemental materials & supplies</p>	<p>\$85,000</p>	<p>Title I</p>
	<p>Continuation of English Learner Institute for Teaching Excellence (ELITE) professional learning and coaching to review ELD lessons, conduct walkthroughs, and provide feedback to teachers.</p>	<p>VCOE Consultants & Services</p>	<p>\$39,000</p>	<p>Central Valley Foundation (CVF) LTEL Grant</p>
	<p>Design of additional lessons and refinement of current units to support off-track English learners.</p>	<p>Subs & stipends</p>	<p>\$20,000</p>	<p>Title III</p>
	<p>Acquired electronic software programs to enhance PLC lesson planning and set individualized goals targeting English learners who are at-risk of becoming Long Term English learners.</p>	<p>Ellevation (software), subs & supplemental materials</p>	<p>\$21,045</p>	<p>Title III</p>
	<p>Coordinate and align services provided by student advocates, counselors, coaches, and teachers to intensify support for secondary English Learners.</p>	<p>Subs & salaries</p>	<p>\$50,000</p>	<p>LCFF S/C</p>
	<p>Continue to offer and refine secondary language development courses for newcomers and Long Term English learners.</p>	<p>Salaries & supplemental materials</p>	<p>\$15,000</p>	<p>LCFF Base</p>
	<p>Supplemental ELD materials and digital resources to intensify instruction for English learners who are off-track or need additional assistance.</p>	<p>Supplemental materials & resources</p>	<p>\$85,000</p>	<p>Title III</p>

	Provide high quality professional development				
	Additional professional development and coaching for teachers to support English learners needing additional assistance, specifically Long Term English learners and newcomers.	EL Coordinator, EL DIS, Teachers/ Aug. 2016- June 2017	Trainers, subs, stipends, & supplemental materials	\$40,000	Title III
	Continued Integrated and Designated ELD training from Jeff Zwiers and Ventura County Office of Education.	Jeff Zwiers, VCOE, EL Coordinator, EL DIS, Admin, Teachers/ Aug. 2016- June 2017	Subs, consultants, supplemental materials & services	\$67,000	CVF LTEL Grant
	Additional professional development with Pupil Services providing targeted ELD support for dual-identified English learners.	EL Coordinator, EL DIS, Teachers/ Aug. 2016- June 2017	Subs & supplemental materials	\$10,000	Title III

C.	Goal 2 Improvement Plan Addendum* (IPA) for items A-B:
	Please describe the factors contributing to failure to meet desired accountability measures.

Goal 2 IPA* for items A-B

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

Trends and findings from the LEA Needs Assessment data analysis section include the following:

- Students at the Intermediate level are not meeting their growth targets at the same or similar rate as other proficiency levels. There is a large group of Intermediate students who have not achieved English proficiency.
- We also noticed greater discrepancies in the reading domain of students in 2nd, 6th and 10th grades. In addition, the writing domain needs attention with specific support provided for 6th grade and below.
- There is a disparity between the English learners and the English only students on the CAASPP for Mathematics, but not as significant as the English Language Arts discrepancy.

The following areas of weakness are contributing factors in not meeting desired accountability measures:

- Limited curriculum, supplemental materials, and assessments that support English learners, especially students at the Beginning, Early Intermediate, and Intermediate levels.
- Lack of electronic systems or software programs to better support personalized learning, Individualized Language Plans (ILP) to target specific needs, and monitoring of academic progress to improve instruction for English learners.
- Inconsistent implementation of both Integrated and Designated English Language Development at all grade levels.
- Lack of alignment with other programs and services to support English learners with disabilities.
- Need for more parent and community education programs and participation opportunities.

<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <ul style="list-style-type: none"> • Identifying and improving curriculum, supplemental materials, and assessments that support English learners. • Acquiring electronic systems or software programs to better support personalized learning, Individualized Language Plans (ILP) to target specific needs, and monitoring of academic progress to improve instruction for English learners. • Improving districtwide implementation of both Integrated and Designated English Language Development at all grade levels through refinement and design of lessons and formative assessments for English learners. • Aligning language instruction programs with other programs and services to better support dual-identified English learners. • Providing additional parent and community education programs targeting parents of English learner and immigrant students. 				
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*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

LEAs receive or planning to receive Title III 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	EL Coordinator, EL DIS, EL Site Contacts, Teachers/ Aug. 2016- June 2017	Trainers, subs, stipends, & supplemental materials	\$40,000	Title III
	Additional professional development and coaching for teachers to support English learners needing additional assistance, specifically Long Term English learners and newcomers.	EL Coordinator, EL DIS, Teachers/ Aug. 2016- June 2017	Subs & stipends	\$20,000	Title III
	Design of additional lessons and refinement of current instructional units to support off-track English learners.	EL Coordinator, EL DIS, Teachers/ Aug. 2016- June 2017	Ellevation (software), subs, & supplemental materials	\$21,045	Title III
	Acquire electronic software programs to enhance Professional Learning Community (PLC) lesson planning and set individualized goals targeting English learners who are at-risk of becoming Long Term English learners.	EL Coordinator, EL DIS, Pupil Services Staff, Teachers/ Aug. 2016- June 2017	Trainer, subs & supplemental materials	\$10,000	Title III
	Additional professional development coordinated with Pupil Services to provide targeted ELD support for dual-identified English learners.	EL & Program Development Coordinators Aug. 2016- June 2017	Trainers, supplemental materials & resources	\$5,000	Title III
	Providing additional parent and community education programs targeting parents of English learner students.	EL Coordinator, EL DIS, Teachers/ Aug. 2016- June 2017	Supplemental materials & resources	\$85,000	Title III
	Supplemental ELD materials and supplemental digital resources to intensify instruction for English learners who are off-track or through data analysis show a need for additional language assistance.				
F. EL Overall Budget		EL 2 % for Administrative/Indirect Costs:		\$3,700	
		EL Estimated Costs Total:		\$185,045	

Plans 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>				
	<p>Acquisition of educational technology and supplemental materials for immigrant students that is above and beyond their core offerings.</p> <p>Parent education workshops for immigrant families in coordination with California State University, Fresno and Univision.</p>	<p>EL Coordinator, EL DIS, Teachers/ Aug. 2016- June 2017</p> <p>EL & Program Development Coordinators Aug. 2016- June 2017</p>	<p>Supplemental materials & technology</p> <p>Transportation & supplemental materials</p>	<p>\$4,035</p> <p>\$2,000</p>	<p>Title III</p> <p>Title III</p>
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$0	
		Immigration Estimated Costs Total:		\$6,035	