

California Department of Education
Local Educational Agency TITLE III Year 4
ACTION PLAN ASSURANCE

Local Educational Agency (LEA) Plan Information:

Name of LEA: West Contra Costa Unified School District

County District Code: 07-61796-0000000

Date of Local Governing Board Approval: February 2, 2011

Address: 1108 Bissell Ave. City: Richmond Zip Code: 94801

Contact Person

Any inquiries concerning this plan should be directed to the attention of:

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Signatures:

On behalf of LEAs, participants included in the preparation of this Online Action Plan:

Bruce Harter
Signature of Superintendent

Bruce Harter 4-21-11
Printed Name of Superintendent Date

Signature of Board President

Charles Ramsey _____
Printed Name of Board President Date

Signature of English Learner
Coordinator/Director

Susan Dunlap _____
Printed Name of English Learner Date
Coordinator/Director

Certification:

By submission of the local board approved Title III Year 4 Action Plan (in lieu of the original assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that to the best of my knowledge information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and English Learner Coordinator/Director.

Title III Year 4 West Contra Costa Unified School District Needs Assessment

1. Identify the problem: Describe the challenge area(s) for the LEA.

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| a. | Description of findings (Provide a description of findings from the results of analysis of the CELDT, CST, CAHSEE, and other assessments and findings suggested from other state tools (e.g., ELSSA, APS) used by the LEA to measure EL student English proficiency and academic achievement).: |
|----|---|

In analyzing our EL data, the Educational Services team reviewed the results from the *Evaluation of Programs and Services for English Learners* (Spring 2010), the ELSSA, and the annual analysis of secondary ELD Placement Exam results. The survey portion of the ELSSA was completed by the District School Leadership Team, which includes teachers, principals and central office staff. In addition the Multilingual District Advisory Committee (aka DELAC) also reviewed the ELSSA results and participated in the discussion of needs for our English learners.

While WCCUSD has met the targets for AMAO 1 in two of the last four years and for AMAO 2 in three of the last four years, it has done so with a decreasing margin. While WCCUSD has increased the percent of students in the EL subgroup meeting the targets in ELA and in Math for AMAO 3, the increases have not been sufficient to meet the AMAO 3 targets. WCCUSD has consistently exceeded the participation rate targets for AMAO 3.

One major concern is the performance of our Intermediate students who comprise the largest block of English learners in WCCUSD. This group significantly underperforms on the CELDT in comparison to other EL groups in the District. Only 37.4% met their growth target and while this is an increase from 34.7% two years ago, it is the lowest per cent making growth on the CELDT.

While the majority of our Intermediate English learners score at Basic or above on the CST in ELA through 4th grade, starting in 5th grade, increasing numbers of Intermediate English learners score at Below Basic and Far Below Basic and decreasing numbers score at Proficient and Advanced. At second grade 38% of Intermediate students are performing at Proficient or Advanced in ELA on the CST; by 8th grade only 2%. As we saw with the CST ELA scores, starting at 5th grade, increasing numbers of students score at Below Basic and Far Below Basic and decreasing numbers at Proficient and

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Advanced. Over 85% of English learners at the English Proficient level on the CELDT score at Basic or above on the CST in Math until 5th grade. Starting in 5th grade increasing numbers of these students score at Below Basic and Far Below Basic. By 6th grade none are scoring at Advanced. Clearly, the acquisition of academic language is not keeping pace with the demands of the grade level content.

Another significant concern is the 37% of WCCUSD English learners who remain English learners after six years and only 41% of those students have met the CELDT criterion for reclassification. 1405 of our English learners enrolled 4 years or more are still scoring at Beginning or Early Intermediate; of particular concern are the 583 students who have been enrolled 6 years or more and are still performing at these levels. While many of our English learners are not reaching reclassification criteria in a timely manner, once reclassified, our students do quite well. Our reclassified students perform well throughout the grade levels and maintain their CST performance throughout their schooling. 59% of our reclassified students score Proficient or Advanced in ELA; 37% score Basic. They are outperforming all other subgroups. 64% perform at Proficient or Advanced in math; another 23% perform at Basic. Our reclassified students are outperforming all other subgroups on the CAHSEE. 95% of the 10th grade cohort passed the ELA section, 91% passed the math section.

The primary challenge WCCUSD faces is addressing the needs of our English learners who are not progressing on the CELDT and/or on the CSTs, whose needs for academic language and literacy are not being met. We will focus on addressing the needs of our current long term English learners as well as on a preventative approach addressing the programmatic needs to ensure that all our ELs reach their reclassification targets in a timely manner and do not become long term ELs.

b. Strengths and weaknesses in the implementation of the WCCUSD Title III Year 2 Improvement Plan Addendum:

Strengths: WCCUSD was able to implement a significant number of the strategies in its Title III YR 2 Improvement Plan Addendum.

- We successfully piloted two high school ELD programs and selected the *Keystone Series* during the 2009-2010 school year. The new series was purchased during the

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summer of 2010, replacing the prior series, *High Point*, that was used at both middle school and high school. Implementation began at the opening of the 2010-2011 school year.

- Over the last two years, we have made significant progress toward full implementation of ELD. Approximately 90% of the K-5 elementary ELD teachers participated in training on the effective use of *Moving Into English* and the *English Learner Support Guide* for Open Court.
- ELD benchmark assessments and an ELD Placement Test were piloted for grades K-5. (Secondary benchmark assessments and ELD Placement Test were already in place).
- For ELs in Dual Language Immersion and Transitional Bilingual Education programs, the IDEL assessment was purchased for use as a screening tool and for progress monitoring. Teachers have been trained in its use. In addition, teachers in the elementary bilingual programs participated in the *Spanish to English Biliteracy Transfer* training.
- The District purchased a new student information system, Power School, which enables teachers to access information, including EL student information, for their students.
- All principals participated in training on how to monitor and support classroom implementation of the EL program.

WCCUSD was successful in implementing over 80% of the activities and strategies it outlined two years ago. Chief among our accomplishments is the development of ELD parent friendly standards which are distributed annually at the beginning of the school year and are utilized for parent-teacher conferences. The WCCUSD's template for the Single Plan for Student Achievement requires that schools integrate family partnership activities that focus on communication and supporting learning-at-home. The WCCUSD Adult Education today provides ESL and citizenship classes to over 1,000 students annually.

Weakness: While WCCUSD made significant progress in implementing our Title III YR 2 Improvement Plan Addendum, several strategies were not able to be implemented fully, primarily due to the impact of tense negotiations in 2008-2009 and a pending teacher strike during much of the 2009-2010 school year. Significant time at sites and at the district level was focused on planning for the possibility of a strike. The areas of weakness in our implementation include:

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- We were unable to provide all of the planned professional development, e.g. ELPD SB472. While teachers and administrators participated in professional development addressing the instructional needs of English learners, we were not able to provide the depth we intended. Teachers need more job-embedded professional development; administrators need more professional development to carry out their role in monitoring and supporting effective instruction for English learners at their schools.
- Title III funds have been used to support the schools in implementing effective educational practices for English learners, primarily through the work of the Instructional Specialists. However, due to high turn over in these positions and the need for support and training, they have not yet been able to fully implement effective educational practice at their schools.
- While ELD benchmark assessments for grades K-5 were developed and implemented, they need further refinement and school staff needs support in using the results.

Our efforts to increase centrally supported parenting classes in collaboration with the WCCUSD Adult Education department was an area of weakness. The biggest challenge was funding, over the past three years our Adult Education department has had to cut back on its services and today they primarily focus on fee based and high need classes such as GED, Citizenship and ESL classes.

2. **Identify the cause(s): IDENTIFY THE CAUSE(S):** Identify and describe the root causes of the challenge(s) or what prevented the LEA from achieving the AMAO(s). Describe how the root causes were verified.

The percentage of English learners at Intermediate proficiency in English remains consistently large across all grade levels. In addition only 37.4% met their growth target in 2009-2010, the lowest performance of any CELDT level group in the District. We are allowing far too many English learners to plateau at this level by failing to provide them with the necessary instruction to develop more sophisticated, academic language proficiency.

Additionally, the performance on the CSTs of our 6-8 grade English learners is significantly below our 2-5 grade English learners. Insufficient professional development on effective instruction for English learners has been provided for our secondary teachers. Other than

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our ELD teachers, our secondary teachers have received little professional development in Specially-designed academic instruction in English (SDAIE). Significantly more elementary teachers of English learners have participated in professional development for effective instruction for English learners, both for instruction in ELD and effective SDAIE.

<p>3. IDENTIFY THE SOLUTION(S): Describe the research-based solutions chosen specifically to solve the academic achievement and/or English language development challenge(s) identified above.</p>

The solutions to our challenges lie in both addressing the needs of our current EL students who are struggling academically and to improve our programs and services for English learners to ensure that all ELs meet reclassification targets, within the four to six year window recent research indicates is achievable. Our solutions include:

- Increased monitoring of progress of our English learners and effectiveness of program implementation. Monitoring will include walk-through observations (AKA learning walks) using observation protocols to monitor the quality of instruction in ELD and content area classes taught with SDAIE, with a focus on secondary.
- Addressing the needs of our long term ELs through interventions designed to meet their specific needs and additional CAHSEE support through both the WRITE instruction in secondary ELD and secondary CAHSEE preparation in English classes.
- Professional development that addresses academic language proficiency, both in terms of effective curriculum and effective methods of instruction. Professional development will include both ELD and other content areas (e.g. math, science, social studies, ELA) to ensure that we are leveraging opportunities for the development of academic language throughout the school day. Professional development will focus on:
 - SIOP Model at secondary to address the needs of our secondary ELs
 - *Spanish to English Biliteracy Transfer* at elementary schools with bilingual programs

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- ELD (MIE, WRITE, KEYSTONE)
- In addition, the professional development will include a strong job-embedded component with coaching for individual teachers and guided collaboration time for all of the above professional development. In addition there are fourteen Instructional Specialists, funded centrally, that are assigned to school sites. Among their major responsibilities is ensuring effective programs for all English learners at their schools, through activities such as coaching and supporting teachers in instructional practices, data analysis, development of language objectives, lesson planning and use of assessments to inform instruction.

West Contra Costa Unified School District

Title III Year 4 Action Plans

Goal 2A Annual Progress in Learning English

Goal 2B English Language Proficiency: An increasing percentage of English learners will attain English language proficiency annually.

Goal 2C AYP for EL subgroup: An increasing percentage of English learners will attain proficiency in reading/language arts and in mathematics annually.

Goal 2D High quality Professional Development: the LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

Goal 2E WCCUSD will promote the involvement of parents and community members in the education of English learners.

Action Plan for ____West Contra Costa Unified School District

Challenge: English learners need more rigorous ELD instruction to ensure they meet AMAO targets for annual progress in learning English.

Verified Cause: Analysis of CELDT show that significant numbers of Intermediate level ELs do not meet AMAO 1 targets.

State Goal: Goal 2A: AMAO 1 – Annual Progress in Learning English

District SMART Goal: By June 2012, the percentage of English learners learning English will increase from 53.8% to 54.6%, in order to meet state-defined growth expectations as measured by CELDT.

Strategy: Implement effective, differentiated, rigorous ELD instruction.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
Action Step: Teacher Self-Reflection Description: ELD teachers will use the District ELD Classroom Observation tool to self-reflect on their practices. Person Responsible: Susan Dunlap Start Date: Oct. 2010 End Date: June 2012	<ol style="list-style-type: none">1. Coaches and/or administrators meet with teachers to review the coaching process2. Teachers use the Observation tool for self-reflection3. Data from the self-reflections are graphed to provide a baseline measure and initial snapshot of teacher perceptions of their own practice		
Action Step: Team Observations Description: ELD Coaches and school administrators conduct learning walks using the ELD Classroom Observation tool. Person Responsible: Susan Dunlap Start Date: Oct. 2010 End Date: June 2012	<ol style="list-style-type: none">1. ELD Coach and school administrator(s) meet to review the observation tool and to calibrate with regard to expectations2. ELD Coach and school administrator(s) conduct learning walks using the Observation tool3. ELD Coach and school administrators meet to review findings from the learning walks4. Data from the observations are graphed to provide an objective baseline measure and initial snapshot of current ELD practices and instruction		
Action Step: Using the Observation Data Description: Teachers compare and contrast the data from the self-reflections and the learning walks Person Responsible: Susan Dunlap Start Date: Oct. 2010 End Date: June 2012	<ol style="list-style-type: none">1. ELD Coaches and school administrators meet with teachers to share and discuss the teachers perceptions of their ELD instruction in comparison to the objective observations resulting from the learning walks.2. The data are used to develop a school-wide/department focus and action plan for improving ELD instruction3. Data collected from individual classroom observations are used as a starting point for individual coaching		

<p>Action Step: Provide ELD teachers coaching on effective, differentiated, rigorous ELD instruction</p> <p>Description: District ELD coaches and consultants will work at schools to provide individual coaching for teachers providing ELD at K through 12 grades and professional development for school staff and/or teams.</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: Oct. 2010</p> <p>End Date: June 2012</p>	<ol style="list-style-type: none"> 1. By Oct 2010, ELD coaches/ consultants will create master schedule for providing services to schools 2. By Oct. 2010, ELD coaches/ consultants will meet with principal and leadership teams in the first cycle to assess needs and schedule specific site PD topics coaching 3. By Oct 2010, at each elementary site in the first coaching cycle, coaches will complete classroom observations, staff PD sessions, and begin targeted, comprehensive coaching based on the coaching cycle to include joint planning, demonstration lessons and side-by-side teaching and reflection. 3. By Dec. 2011, coaches will begin the second round of elementary schools. 4. By March 4, coaches will begin the third round of coaching. 5. Secondary ELD coaching will begin by Oct. 2010, starting with teachers new to teaching ELD. 6. All secondary ELD teachers will receive targeted, comprehensive coaching based on the coaching cycle to include joint planning, demonstration lessons and side-by-side teaching and reflection by June 2011. 7. Coaching cycles will be repeated in the 2011-2012 school year. 	<p>Coach salaries= \$300,000 annual</p> <p>Consultant contracted services= \$150,000 annual</p> <p>Substitute teachers and teacher hourly pay for extended teacher grade level planning facilitated by ELD coach \$80,000 annual</p>	<p>Title III</p> <p>EIA/LEP</p>
<p>Action Step: On-Going Learning Walks</p> <p>Description: School administrators conduct regular learning walks using the ELD Classroom Observation tool.</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: Oct. 2010</p> <p>End Date: June 2012</p>	<ol style="list-style-type: none"> 1. School administrator(s) conduct monthly learning walks using the ELD Classroom Observation tool to monitor changes in ELD instruction and practices. The ELD Coach will accompany the administrator(s) upon request. 		
<p>Action Step: Post Observations and Reflections</p> <p>Description: The self-reflection and classroom observation tools are used again at the end of the coaching cycle to measure changes in ELD instruction</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: Oct. 2010</p> <p>End Date: June 2012</p>	<ol style="list-style-type: none"> 1. Teachers use the Observation tool for self-reflection. 2. Data from the self-reflections are graphed to provide a measure of any changes in the teachers' perceptions of their own practice 3. ELD Coach and school administrator(s) conduct learning walks using the Observation tool. 4. Data from the observations are graphed to provide an objective measure of any changes in ELD practices and instruction 		

Action Plan for ____West Contra Costa Unified School District

Challenge: Providing effective, rigorous instruction in academic English

Verified Cause: 59% of ELs enrolled 5 years or more are still scoring Intermediate or below

State Goal: Goal 2B: AMAO 2 – English Language Proficiency: An increasing percentage of English learners will attain English language proficiency annually.

District SMART Goal: By June 2012, the percentage of English learners in language instruction educational programs more than 5 years attaining English language proficiency will increase from 42% to 43.2%, in order to meet state-defined expectations for meeting the CELDT criterion for English-language proficiency.

Strategy: Fully implement the WRITE program at 6th grade in elementary school. WRITE is a nationally-recognized model for academic writing instruction for English learners. WRITE has been part of the WCCUSD secondary ELD program for nine years.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
Action Step: Calendar WRITE professional development dates for 6 th grade ELD teachers. Description: WCCUSD will expand the WRITE training to elementary 6 th grade. It is already part of the secondary 6-12 ELD program. Dates, times, and locations of each of the 4 professional development sessions are identified on the District Professional Development Calendar. Teachers who are required to attend are identified and notified of the training dates, content, and intended outcomes. Person Responsible: Susan Dunlap Start Date: August 2010 End Date: June 9, 2012	1. Provide WRITE training for all elementary 6 th grade ELD teachers.		Title III
Action Step: Provide 6 th ELD grade teachers coaching. Description: Provide 6 th grade ELD teachers coaching (see AMAO 1 Goal 2A) Person Responsible: Susan Dunlap Start Date: August, 2011 End Date: June 2012	See AMAO 1 Goal 2A		Title III
Action Step: Delivery of Professional Development Description: All 6 th grade ELD teachers attend all 4 sessions of the WRITE professional development. The professional development model includes curriculum-specific training, best practices in instruction of English learners, and coaching and follow-up to ensure effective program implementation. Person Responsible: Susan Dunlap Start Date: August 2010 End Date: June 9, 2011	1. Training 1 of 4 (8/18/10) 2. Training 1 of 4, repeat session (9/9/10) 3. Training 2 of 4 (10/26/10) 4. Training 3 of 4 (1/13/11) 5. Training 4 of 4 (3/22/11)	Substitute teacher cost \$24,300 WRITE contract \$3,000 WRITE materials=\$110,000	Title III

<p>Action Step: Identify Lead Trainer Team</p> <p>Description: Identify teachers, instructional specialists, and coaches who will be trained by the WRITE Institute and deliver professional development for 5th and 6th grade ELD teachers during the '11-'12 school year. WRITE training will be expanded to 5th grade in 8 highly impacted elementary schools based on numbers of English learners and AMAO results</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: May, 2011</p> <p>End Date: June, 2011</p>	<ol style="list-style-type: none"> 1. Recruit lead trainers (6/ 2011) 2. Identify lead trainer team (6/2011) 		
<p>Action Step: Contract with WRITE Institute</p> <p>Description: Contract with the WRITE Institute to provide professional development to lead trainers and supply curriculum materials for teacher participants in District training</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: June, 2011</p> <p>End Date: July, 2011</p>	<ol style="list-style-type: none"> 1. Write contract for training and materials (June, 2011) 2. Contract approval(July, 2011) 		
<p>Action Step: WRITE Summer Institute</p> <p>Description: Lead trainers attend the training of trainers at the WRITE Summer Institute</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: July, 2011</p> <p>End Date: July,2011</p>	<ol style="list-style-type: none"> 1. Make travel arrangements 2. Attend training 	\$6,000	Title III
<p>Action Step: Calendar WRITE professional development dates for 6th grade ELD teachers.</p> <p>Description: Dates, times, and locations of each of the 4 professional development sessions are identified on the District Professional Development Calendar. Teachers who are required to attend are identified and notified of the training dates, content, and intended outcomes.</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: August, 2011</p> <p>End Date: June, 2012</p>	<ol style="list-style-type: none"> 1. Calendar training dates 8/11 		

<p>Action Step: Lead Trainer/ELD Coach Meetings</p> <p>Description: Lead Trainers and ELD Coaches meet regularly to ensure that the delivery of training is aligned with the identified outcomes and goals and that program implementation is effective in meeting the needs of the students.</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: August 2011</p> <p>End Date: June 2012</p>	<ol style="list-style-type: none"> 1. 8/11 2. 9/11 3. 10/11 4. 11/11 5. 1/12 6. 2/12 7. 3/12 8. 4/12 9. 5/12 	<p>Teacher hourly pay=\$2700</p>	<p>Title III</p>
<p>Action Step: Delivery of Professional Development</p> <p>Description: Identified 6th grade ELD teachers are required to attend all 4 sessions of the WRITE professional development. The professional development model includes curriculum-specific training, best practices in instruction of English learners, and coaching and follow-up to ensure effective program implementation.</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: August, 2011</p> <p>End Date: June 2012</p>	<p>Calendar training dates to 8/11-3/12</p>	<p>Substitute teacher cost \$26, 500</p> <p>WRITE contract \$3,000</p> <p>WRITE materials \$110,000</p>	<p>Title III</p>

Action Plan for ____West Contra Costa Unified School District

Challenge: English learners need effective instruction in academic language and literacy.

Verified Cause: There is an increasing gap between the percent of ELs scoring proficient or advanced on CSTs and the AYP targets.

State Goal: Goal 2C: AMAO 3 – AYP for EL Subgroup: An increasing percentage of English learners will attain proficiency in reading/language arts and in mathematics annually.

District SMART Goal:

By June 2012, the percentage of English learners attaining proficiency in reading/language arts will increase from 32.6% to 37.6%, in order to move toward state-defined expectations for proficiency in reading/language arts.

By June 2012, the percentage of English learners attaining proficiency in mathematics will increase from 40.9% to 46%, in order to move toward state-defined expectations for proficiency in mathematics.

Strategy: Implement effective specially-designed instruction in English in secondary science, math, social science and English classes.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
Action Step: Identify SIOP Teams Description: Each secondary school will send a team of 4 teachers and one coach to the SIOP training series. Criteria for teacher participation include direct impact on English learner students, potential in helping the school build capacity and sustainability, and teacher motivation. Coaches will support and oversee implementation of SIOP at the school. Person Responsible: Susan Dunlap Start Date: August 1, 2010 End Date: September 30, 2010	1. Meet with school administrators to roll out the plan and clarify intended outcomes. (8/2010) 2. School administrators inform teachers of the SIOP model, the training plan, and intended outcomes. (9/2010) 3. School administrators identify their schools' teams. (9/2010)		
Action Step: Contract with Center for Applied Linguistics for SIOP Model training for teachers and coaches Description: Teachers and coaches will participate in 6 full days of intensive training in the SIOP model over the course of the academic year. Coaches will participate in 2 additional days of training in coaching for the SIOP model. Person Responsible: Susan Dunlap Start Date: October, 2010 End Date: October, 2010	1. Write contract 2. Contract approval (Oct/2010)	\$60,000 contract with Center for Applied Linguistics (CAL) per cohort of 50 teachers and 10 coaches	Title III
Action Step: Pre-Professional Development Observations Description: Classrooms are observed using the Sheltered Instruction Observation Protocol to provide a baseline measure of SDAIE instruction prior to professional development Person Responsible: Susan Dunlap Start Date: October, 2010 End Date: October, 2010	1. Conduct initial learning walks using the SIOP tool as part of the pre/post observation process 2. Compile and report findings		

<p>Action Step: SIOP Model Training</p> <p>Description: Teachers, coaches and administrators participate in SIOP Model training.</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: October 14, 2010</p> <p>End Date: April 5, 2011</p>	<p>1. Teacher Workshop 1: Overview of Second Language Acquisition and SIOP Model research Lesson Preparation (10/14/10)</p> <p>2. Teacher Workshop 2: Lesson Preparation Building Background (10/21/10)</p> <p>3. Teacher Workshop 3: Comprehensible Input Strategies (12/7/10)</p> <p>4. Teacher Workshop 4: Strategies Interaction (2/8/11)</p> <p>5. Teacher Workshop 5: Interaction Practice Application (3/7/11)</p> <p>6. Teacher Workshop 6: Lesson Delivery Review/Assessment (4/5/11)</p>	<p>\$45,000 Substitutes per cohort of 50 teachers</p>	<p>Title III</p> <p>Title II</p>
<p>Action Step: Coaches Training for the SIOP Model</p> <p>Description: Coaches participate in SIOP Model training.</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: October 22, 2010</p> <p>End Date: December 8, 2010</p>	<p>1. Coaching Workshop 1: (10/22/10)</p> <p>2. Coaching Workshop 2: (12/8/10)</p>	<p>Cost of coaches \$300,000 (per year)</p>	<p>Title III</p> <p>Title II</p> <p>Title I</p>

<p>Action Step: Teachers implement SIOP components</p> <p>Description: Teachers implement SIOP model components in delivery of instruction for English learner</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: October 15, 2010</p> <p>End Date: June 10, 2011</p>	<ol style="list-style-type: none"> 1. Teachers create content and language objectives for lessons (12/6/10) 2. Teachers implement additional SIOP components in designing and delivering instruction (2/7/11) 3. Teachers implement additional SIOP components in designing and delivering instruction (3/6/11) 4. Teachers implement additional SIOP components in designing and delivering instruction (4/4/11) 5. Teachers implement additional SIOP components in designing and delivering instruction (6/10/11) 		
<p>Action Step: Coaching Support</p> <p>Description: Coaches provide on-going support to help teachers effectively implement the SIOP model</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: October 15, 2010</p> <p>End Date: June 10, 2011</p>	<ol style="list-style-type: none"> 1. Coaches check in regularly with SIOP team members 2. Coaches observe SIOP teachers in delivery of instruction; includes pre-observation conference, and post observation reflection 		
<p>Action Step: On-going classroom observations and learning walks</p> <p>Description: Teams of school and district administrators conduct regular, on-going learning walks of SIOP classes to monitor the progress of implementation</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: October 15, 2010</p> <p>End Date: June 10, 2011</p>	<ol style="list-style-type: none"> 1. Schedule monthly learning walks of SIOP classrooms 2. Teams meet prior to the learning walk to review the SIOP model and what observable element to look for 3. Teams observe SIOP classrooms 4. Teams meet to debrief observation 		
<p>Action Step: SIOP Team Collaboration</p> <p>Description: SIOP team members meet regularly to plan, collaborate, and problem-solve</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: Dec, 2010</p> <p>End Date: June, 2011</p>	<ol style="list-style-type: none"> 1. Collaboration meeting 1 (12/2010) 2. Collaboration meeting 2 (2/2011) 3. Collaboration meeting 3 (4/2011) 4. Collaboration meeting 4 (6/2011) 	<p>\$36,000 for substitutes and/or teacher hourly pay for collaboration per cohort of 50 teachers</p> <p>\$ 2,270 for SIOP books</p>	<p>Title III</p>

<p>Action Step: Post-Professional Development Observations</p> <p>Description: Classrooms are observed using the Sheltered Instruction Observation Protocol to measure changes in SDAIE instruction resulting from the SIOP professional development</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: May, 2011</p> <p>End Date: June, 2011</p>	<p>1. Conduct post-professional development learning walks using the SIOP tool as part of the pre/post observation process</p> <p>2. Compile and report findings</p>		
<p>Action Step: SIOP Model Training, Cohort 2</p> <p>Description: Identify and Training a second cohort of SIOP teams from the secondary schools</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: July, 2011</p> <p>End Date: October, 2011</p>	<p>See steps for cohort 1</p>	<p>\$ 143,270 + Coaches</p>	<p>Title III Title II Title I</p>
<p>Action Step: SIOP Model Training, Cohort 3</p> <p>Description: Identify and Training a third cohort of SIOP teams from the secondary schools</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: January, 2012</p> <p>End Date: June, 2012</p>	<p>See steps for cohort 1</p>	<p>\$ 143,270 + Coaches</p>	<p>Title III Title II Title I</p>

Strategy: Implement effective intervention for long term English learners.

Action Step: 14 targeted schools will implement intervention for long term English learners.

Description: Schools with Instructional Specialists will implement targeted interventions for a cohort of long term English learners; interventions may occur during the school day (e.g., clustering of students within a classroom or period, pull out or push in tutoring) or as extended learning opportunities (e.g., afterschool program).

Person Responsible: Susan Dunlap

Start Date: Sept, 2010

End Date: June, 2011

1. Meet with Instructional Specialists to roll out intervention goals (Sept, 2010)
2. Provide Instructional Specialists with current and historical assessment data for all EL students at their schools in program of 6 or more years. (Sept, 2010)
3. Instructional Specialists identify a cohort of long term ELs to receive targeted intervention. (Nov, 2010)
4. Instructional Specialists design appropriate interventions for students in the cohort (Nov, 2010)
5. Instructional Specialists oversee administration of pre-intervention assessments (September, 2010)
6. Interventions begin (Nov, 2010)
7. Instructional Specialists monitor interventions and report back on progress (January, 2011; March, 2011; June, 2011)
8. Instructional Specialists oversee the administration of post-intervention assessments (June, 2011)
9. Instructional Specialists analyze pre/post assessment results to evaluate the effects of the interventions (June, 2011)
10. Results of interventions at all 14 schools are reported (June, 2011)
11. Intervention programs are planned, modified as necessary, and implemented for 2011-12; interventions for long term ELs expand to other schools.

\$30,000 per year

Instructional Specialists and District staff

**LEP
SCE
Title I**

**Title III
Title II
Title I**

<p>Action Step: Schools will complete Individual Learning Plans for all English learners performing at CELDT 1 or 2 after 5 or more years of enrollment in WCCUSD EL programs.</p> <p>Description: School teams will complete the Individual Learning Plans for English learners performing at CELDT 1 or 2 after 5 or more years of enrollment in WCCUSD EL programs. The Individual Learning Plan will identify interventions to be provided to the student and a timeline for check in meetings to monitor the students' progress in English.</p> <p>Person Responsible: Sherry Bell</p> <p>Start Date: March 2011</p> <p>End Date: June 2012</p>	<p>Tasks</p> <ol style="list-style-type: none"> 1. By May 2011, Educational Services team will develop the Individual Learning Plan and process for completion and monitoring. 2. By Sept. 15, 2011, Educational Services will send schools the list of targeted students and the Individual Learning Plans, pre-slugged with student data such as current and historical CELDT, CST and WCCUSD ELD Placement Exam results. 3. Principals will identify the team to complete the forms and if the principal is not going to monitor the implementation, the designee who will. 4. By Oct. 1, 2011 schools will return the forms to Educational Services. 5. Educational Services staff will support schools in implementation and monitoring. 6. Educational Services will evaluate results of the interventions with formative assessments and when the 2012 CELDT results arrive. 	<p>Educational Services' staff</p>	<p>Title III</p>
<p>Action Step: Increase CAHSEE support for English learners.</p> <p>Description: Building on the existing WRITE program in the secondary ELD program, WCCUSD will provide more training for secondary ELD teachers on supporting ELs to pass the CAHSEE.</p> <p>Person Responsible: Sherry Bell</p> <p>Start Date: January 2011</p> <p>End Date: June 2012</p>	<p>Tasks:</p> <ol style="list-style-type: none"> 1. Brian Fraim, lead WCCUSD WRITE trainer, and other Educational Services staff will create a training for high school ELD teachers and English teachers of English learners focusing on the WRITE CAHSEE unit and backwards mapping from the CAHSEE RLA Standards by May 2011. 2. By June 2011, Brian Fraim will provide the training for the high school summer school ELD teachers. 3. By August 2011, the training will be refined based on feedback from the summer school training. 4. By September 30, 2011, all high school ELD and targeted English teachers will have participated in the training. 5. Repeat the process and include middle school starting in June 2012. 	<p>Educational Services' staff</p> <p>\$7,000 in substitute and materials costs</p>	<p>Title III</p> <p>EIA LEP</p>

Strategy: Ensure that the bilingual education programs are effectively implemented.

Action Step: Train all elementary teachers in TBE and DLI programs in Spanish to English Bi-literacy Transfer (SEBT) from the California Reading and Literature Project (CRLP)

Description: SEBT is instruction designed to effectively promote Spanish-to-English bi-literacy transfer through systematic, explicit instruction in Spanish and English reading and comprehension following a clearly delineated scope and sequence. SEBT includes recommendations for literacy assessments in both languages to plan reading interventions.

Person Responsible: Susan Dunlap

Start Date: September 2010

End Date: June 2012

1. By Sept 2010 previously trained teachers will have attended an implementation/ planning meeting facilitated by district personnel to create a site-specific plan for SEBT implementation
2. By Oct. 2010 new bilingual teachers will be provided SEBT training and materials
3. By Dec 2010 classroom observations of SEBT instruction will be scheduled at each bilingual site.
4. By Feb. 2011, following classroom observations, district coach and leadership at each site will determine need for coaching support and create specific coaching support plan.
5. By May 2011, the school coaching support plans will be completed
6. By June 2011, the post classroom walk troughs will be conducted to validate impact of coaching plan.
7. Repeat process for 2011-2012.

Substitute teachers and teacher hourly pay = \$15,000

Title III

Action Plan for ___West Contra Costa Unified School District

Challenge: Teachers need support to effectively provide instruction in academic language and content standards for English learners.

Verified Cause: There is an increasing gap between the percent of ELs scoring proficient or advanced on CSTs and the AYP targets.

State Goal: Goal 2D: High Quality Professional Development: The LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

District SMART Goal:

By June 2012, 95% of WCCUSD ELD teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency.

By June 2012, 75% of WCCUSD secondary designated-SDAIE teachers will receive in depth professional development on research-based strategies to improve English learner attainment of English language proficiency and grade level content standards in math, science, social science and English.

By June 2012, 90% of WCCUSD administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and grade level content standards.

Strategy: ELD teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Provide professional development for Kindergarten through sixth grade ELD teachers on effectively using the ELD standards and the district-approved, supplemental ELD program, <i>Moving into English</i>, for K-5 and WRITE for elementary 6th grade ELD teachers.</p> <p>Description: District personnel and/or consultants will provide Kindergarten through fifth grade ELD teachers with one full day of grade level specific ELD training. Trainings will focus on using the ELD standards, <i>Moving into English</i>, and research-based strategies to improve English learner attainment of English language proficiency. Elementary sixth grade teachers will attend four full days of WRITE training, one per WRITE unit (see Goal 2B)</p> <p>Person Responsible: Susan Dunlap Start Date: Oct. 2010 End Date: June 2012</p>	<ol style="list-style-type: none">1. By Oct. 2010, identify all designated ELD teachers.2. Schedule, announce and conduct trainings.3. By February, 2011, deliver make-up sessions for teachers unable to attend for the first cycle.4. Repeat process for 2011-2012 school year.	<p>District Staff</p> <p>Consultant contracted services=\$2,000 per year</p> <p>Substitute teachers approximately \$50,000 per year</p> <p>(WRITE contract \$3,000 per year; subs; WRITE books \$110,000 see Goal 2B)</p>	<p>Title III Title II Title I EIA-LEP</p>

<p>Action Step: Secondary ELD teachers new to WRITE will receive three days of WRITE training throughout the school year.</p> <p>Description: Secondary Section A and ELD 4 teachers new to ELD or new to teaching a specific proficiency level will receive three days of WRITE training throughout the year. Trainings will provide an orientation to using the WRITE curriculum and materials and a focus on best ELD practices using the materials and activities from the unit binder. Additionally, teachers will learn to analyze, score and calibrate student writing and use student data to drive instruction.</p> <p>Person Responsible: Sherry Bell</p> <p>Start Date: Oct. 2010</p> <p>End Date: June 2012</p>	<ol style="list-style-type: none"> 1. By Oct. 2010, identify all secondary Section A and ELD 4 designated ELD teachers. 2. Schedule, announce and conduct three days of trainings. 3. Plan for make-up sessions for teachers unable to attend. 	<p>District Staff</p> <p>Substitute teachers approximately \$10,000</p>	<p>Title III Title II EIA-LEP</p>
<p>Action Step: Designated secondary ELD teachers will attend one day of training to include an orientation to the <i>Keystone</i> program and the correlation of <i>Keystone</i> to the ELD standards.</p> <p>Description: Secondary ELD Section B and ELD 4 teachers will receive a one day training to include an orientation to the Keystone program components, facilitated lesson-planning and correlation of Keystone to the ELD standards.</p> <p>Person Responsible: Sherry Bell</p> <p>Start Date: Oct. 2010</p> <p>End Date: June 2012</p>	<ol style="list-style-type: none"> 1. By Oct. 2010 identify ELD Section B and ELD 4 teachers. 2. By June 2011, schedule, announce and conduct one full day of training for the first cycle. 3. By February 2011, plan for make-up sessions to be held by June 2011 for the first cycle. 	<p>District Staff</p> <p>Substitute teachers approximately \$8,000</p>	<p>EIA-LEP Title III Title II Title I</p>
<p>Strategy: Secondary designated-SDAIE teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and grade level content standards in math, science, social science and English.</p>			
<p>Action Step: Secondary designated-SDAIE teachers will attend six full day professional development sessions on research-based strategies to improve English learner attainment of English language proficiency and grade level content standards in math, science, social science and English.(See Goal 2C)</p> <p>Description: Teachers will attend six full days of professional development in Sheltered Instruction Observation Protocol (SIOP) model.</p> <p>Person Responsible: Susan Dunlap</p> <p>Start Date: Oct. 2010</p> <p>End Date: June 2012</p>	<ol style="list-style-type: none"> 1. By Sept. 2010 identify math, science, social science and English teachers of English learners. 2. By June 2011, conduct six days of trainings for first cohort 3. By June 2012 conduct training for 2 additional cohorts 	<p>SIOP consultant contracted services=\$60,000 per series (see Goal 2C)</p> <p>Substitute teachers approximately \$45,000. (see Goal 2C)</p> <p>Coaching by District staff and site Instructional Specialists</p>	<p>Title III Title II Title I LEP</p>

Strategy: WCCUSD administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency and grade level content standards.

Action Step: Provide all administrators with training on how to monitor and support classroom implementation of research-based strategies to improve English learner attainment of English language proficiency and grade level content standards.

Description: Trainings will focus on recognizing and promoting effective, standards-based instruction including, but not limited to the following EL instructional strategies:

- SDAIE/SIOP
- ELD/RLA connections
- Use of assessments to inform practice
- Full implementation of the adopted ELD programs
- Differentiated instruction
- Language objectives
- Monitoring for effective program implementation

Person Responsible: Susan Dunlap; Sherry Bell

Start Date: Oct. 2010

End Date: June 2012

1. Conduct trainings at monthly principal's meetings.
2. Plan follow-up sessions.
3. Coordinate services with EL Coaching Initiative, SIOP model and ELD program training for teachers.

District Staff

**Title III
LEP**

Action Plan for ____West Contra Costa Unified School District

Challenge: Parents of ELs need support on how to best advocate and support the rigorous implementation of quality ELD in our schools.

Verified Cause: Parents do not have sufficient knowledge of quality ELD programs per survey results from Multilingual District Advisory Committee (aka DELAC).

State Goal: Goal 2E: WCCUSD will promote the involvement of parents and community members in the education of English learners.

District SMART Goal: : By June of 2012, the top 20 schools with the highest number of ELs will have a minimum of five parents who have graduated from the WCCUSD Parent Leadership Institute where they will be trained on parent leadership using ELD as a key theme to unpack the parent leadership curriculum.

Strategy. WCCUSD will have fully informed parents of English learners who can successfully support the delivery of quality instruction and services for English learners. WCCUSD will host monthly parent leadership trainings in mornings and evenings with a yearly two-day parent leadership retreat.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
Action Step: Retreat Description: WCCUSD will implement a rigorous outreach campaign to identify parents of ELs who may be potential parent leaders, pulling from current members of ELACs, SSCs and PTAs/Parent Clubs and school recommendations. Attendees of the two day retreat will receive ongoing training on a monthly basis. Person Responsible: Marin Trujillo Start Date: September 2011 End Date: November, 2011	1.Compile ELAC rosters contact information into database- October, 15, 2011 2. Mail invitation to all ELAC, SSC and past parent conference attendees, October 20, 2011 3. Conduct one-on-one outreach at the top 20 schools utilizing School Community Workers, with a goal of collecting 20 registrations per site. 4. Repeat in 2011-2012	5,000.00 n/a 1,500	Title I
Action Step: Monthly Parent Network Meetings Description: The Parent Network meetings will serve as a space for parent leaders from the top 20 schools to collaborate, share best practices and increase awareness of what quality ELD programs look-like. Person Responsible: Marin Trujillo Start Date: January 2011 End Date: June 2012	1. Bring outside of district best practice presenters. 2. Continue training parent leaders using the Parent Leadership Action Network curriculum for parent leadership. 3. Assigned each school team to develop an initiative/project connected to EL needs at their schools to implement. 4. On site team coaching and supporting learning-at-home workshops.	5,000 District staff	Title I Title III