

Goal 2-LEA Plan

The California Department of Education (CDE) requires each Local Educational Agency (LEA) that participates in Title III to update their Goal 2 of the LEA Plan annually. CDE requires the LEA to post their updated Goal 2 LEA Plan on the district website.

WCCUSD receives Title III federal funding for English Learner and Immigrant students. These funds are used to supplement the core for limited English proficient (LEP) students. Title III funds are used to assist students to become proficient in English. Goal 2 of the LEA Plan describes the specific actions which the District will implement to improve the education for English Learner and Immigrant students.

If you have any questions, please call Liz Torio/Mimi Melodia at 510 307-4656.

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

Performance Goal 2: Description of Specific Actions to Improve Education Practice for EL students and Immigrants	Description of how the LEA is meeting or plans to meet this requirement.	Complete/ Next Steps
1. This Plan must include the following:		
a. Describe the programs and activities to be developed, implemented, and administered under the sub grant;	a. Complete development of the Master Plan for English Learners (MPEL) with representative assistance from all stakeholders during the 2013-14 school year. Final master plan for English Learners presented to WCCUSD Board of Ed July 23, 2014. b. Provide professional Development courses for teachers, administrators, and paraprofessionals. All training will be based on CA CCSS and CA ELD Standards for accelerating language acquisition and academic achievement. c. Provide extended day/extended year academic opportunities targeting EL students needing additional support in ELD or in mastering content standards. These include before and after-school, intervention, and summer school programs. d. Provide training for parents to further equip them to effectively support their children's progress in acquiring English and mastering grade level content. e. Provide support and/or incentives to schools providing bilingual programs and Dual Language Immersion programs. f. Hire necessary personnel and purchase supplementary materials to support the services identified above. g. Pilot and implement CCSS and CA ELD Standards aligned ELD curriculum for the secondary level. Add frequent ELD program assessments to the Illuminate system. h. Fully implement the use of materials and strategies that are part of the adopted ELA and Math curriculum and are designed to support EL students.	Item 1a -b in process Items 1c-f in place Items 1g-h in process
b. Describe how the LEA will use the sub grant funds to meet all AMAOs	a. Implement an ongoing EL monitoring system that gives teachers and administrators easy access to relevant LEP student information, e.g., CELDT level, CELDT growth, CELDT Skills test scores, CAHSEE results, years in district, etc. b. The District has set annual goals for EL students in the areas of ELD, ELA and Math. ELD growth is measured by the state assessment, CELDT, and benchmark assessments; ELA and Math are measured by District benchmark assessments and summative assessment by the State.	Currently in place

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<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • Annually measuring the English proficiency of LEP students so that the students served develop op English proficiency while meeting CCSS standards. (Section 1111(b)(1); 	<p>At the school sites:</p> <ol style="list-style-type: none"> A benchmark assessment system aligned to CA CCSS and CA ELD Standards will be implemented to measure EL students' English development growth frequently over the course of the year. The principal monitors the LEP student placement; ensures appropriate teacher authorizations; visits classrooms regularly to monitor ELD and SDAIE lesson implementation; schedules and attends English Learner Advisory Committee (ELAC) meetings; and ensures implementation of District plans to meet the language and academic needs of the EL students. For students in elementary Dual Language Immersion Programs and Transitional Bilingual Education (TBE) classrooms, additional testing in Spanish will be provided and scores analyzed and monitored. <p>At the District level :</p> <ol style="list-style-type: none"> All LEP student information will be recorded in a District database that is accessible to individual schools and teachers. The Executive Directors supervise the principals in the monitoring of EL programs. The EL K-12 Coordinator and other central office staff support the Executive Directors and principals in their monitoring role. Title III funds will be used to support the schools in implementing CA CCSS and CA ELD aligned educational practices for English learners, including the use of EL assessment results to inform school and classroom level practices. EL K-12 provides teachers with information on English learners twice a year: years in program, CELDT and state assessment data. The EL K-12 Office also provides results of the Secondary ELD Placement Exam and identifies students as candidates for the summer school program and other intervention programs. <p>At the Board Level :</p> <ol style="list-style-type: none"> The Governing Board provides English language learners with challenging curriculum and instruction that develop ops proficiency in English as rapidly and effectively y as possible and ensures that English learners have access to the full educational program and achieve proficiency on the CA CCSS. The district offers the range of instructional settings necessary to successfully address the academic and language development needs of English language learners. In addition, the district ensures that teachers instructing English learners are highly qualified and have the appropriate certification required by the State of California. The district compiles data on the progress of English language learners in order to help p determine student progress and program effectiveness. The Superintendent or designee will annually review English learner data, including reports of student academic achievement and their progress towards English proficiency, in order to ensure that the district is effectively y meeting the needs of these students. This data will be provided to the Board for review. The Superintendent or designee shall maintain procedures which provide for the identification, assessment and placement of English language learners and for their redesignation based on criteria adopted by the Board and specified in administrative regulations. (BP 6174) 	<p>Benchmark system in place. Assessments currently under review to ensure alignment with CA ELD standards.</p> <p>Data is widely available via the RAP center.</p> <p>Board supports high quality instructional program</p>

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<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<ol style="list-style-type: none"> a. All schools will have included a parent involvement component in their Single Plan for Student Achievement. b. Schools with 21 or more English learners will have a properly constituted ELAC. c. Each school will have a representative on the Multilingual District Advisory Committee (MDAC), also known as a DELAC. Leadership and parental involvement training will be offered for MDAC parent leaders and members. d. Adult literacy, ESL and citizenship classes will be provided for parents and community by a joint effort between the District and West Contra Costa Adult Education (WCCAE). e. Provide both written and oral translation for parents who receive individual student assessment results and program descriptions. f. Provide classes for parents to develop op skills, techniques and strategies to assist their children at home. g. Ensure that all school communications sent home are translated into the major languages represented at the schools. h. Provide oral translation for advisory meetings and parent conferences at the District level. i. Provide “silent” oral translating machines for use at District meetings and upon request at school sites. j. Improve communication between schools and parents (e.g. making phone calls to parents). k. Provide childcare at District meetings for the parents of EL students. l. Develop a system for K-12 initial registration communication for parents/guardians about EL identification and services available in the district. 	<p>Currently in place</p>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research.</p>		
<p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<ol style="list-style-type: none"> a. Provide ELD instruction using a CA CCSS and CA ELD Standards aligned ELD curriculum to all EL students based on the District ELD Placement process. b. Provide daily designated ELD instruction to EL students. c. Monitor use of the ELD curriculum and instructional time with frequent classroom visits by the administrator during ELD time. d. Provide administrators with training on ELD standards, curriculum, research-based instructional strategies, calibration, and coaching teachers to differentiate instruction. There will be targeted training in effectively and appropriately using the CA ELD standards in alignment with CA CCSS. The District will provide principals with tools specifically designed to assist in the observation of instruction for English learners. e. Monitor ELD progress on an ongoing basis using the CA ELD Standards aligned benchmark assessment system. f. Provide each teacher of EL students with a variety of data to inform instruction. g. Provide teachers with tools to assist in CA CCSS and CA ELD Standards aligned lesson planning for and assessment of EL students. Instruction will be delivered through CA CCSS and CA ELD standards aligned strategies. h. Support all supplemental programs that accelerate language acquisition and proficiency in English and provide intervention for students not making adequate progress. 	<p>Items 2a, 2d, 2e and 2g under review and revision. Items 2b, 2c, 2f, and 2h currently in place.</p>

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3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.		
<p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p>	<p>a. Ensure that all teachers who work with EL students are appropriately authorized.</p> <p>b. Provide all principals with uniform and consistent training in site responsibilities for full implementation of the LEA Plan:</p> <ul style="list-style-type: none"> • Regulatory Procedures • Illuminate • Teacher Evaluation • Meeting Facilitation • Registration and Placement of EL students • Responsibilities for implementation of LEA Plan <p>c. Work with an Academic Coaching entity to provide a district-wide system for principal/school coaching focused on instructional leadership, e.g., leadership team (PLC) development; conducting Academic Conferences; classroom observation/teacher feedback strategies; development of academic incentive programs; promotion of accountability systems and school achievement gains.</p> <p>d. Provide all teachers with EL students and administrators training in instructional strategies including:</p> <ul style="list-style-type: none"> • SDAIE • Differentiation • CA ELD Standards • Use of assessments to inform practice • CA CCSS • Grouping models • Standards-based lesson planning, backward mapping design • Curriculum mapping • Data teams <p>e. Provide all certificated staff, classified support staff and administrators training in:</p> <ul style="list-style-type: none"> • Understanding of the socio-economic, cultural and linguistic diversity within the WCCUSD school community • Effective instructional practices for culturally diverse students • Communicating with linguistically and culturally diverse parents <p>f. Provide paraprofessionals training in the following areas as determined by paraprofessional needs.</p> <ul style="list-style-type: none"> • Provide training administrative staff in areas such as Effective ELD and SDAIE strategies (for classroom observations), as well as topics covered in the teacher training. <p>g. Provide school site and district office managers, counseling and support staff training on enrollment, identification, placement and monitoring procedures for EL students.</p>	<p>Currently in place</p>
<p>d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>A variety of EL assessment data will be used to monitor programs and drive revisions in instructional practice. Title III will support the monitoring through EL K-12. Classroom teachers will regularly assess students' mastery of grade level standards and proficiency in English by examining student work and assessment results. Monitoring and evaluation of designated ELD Instruction will be outlined in each school's Single Plan for Student Achievement.</p>	<p>Ongoing data is used in place in SPSAs Currently reviewing data plans for future given changes in state assessment system</p>

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<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families:</p> <p>a. To improve English language skills of LEP children; and</p> <p>b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</p>	<ul style="list-style-type: none"> • Provide parents information on educational programs and partnerships with the District and community-based organizations through the RAP Center. • Support the school-based Parent Centers that provide parents information on educational programs and partnerships with the District and community-based organizations, services and facilities. • Provide parent education classes, such as “CA ELD standards”, “Working with your child at home”, “Parenting” • Provide training and outreach through the MDAC and ELACs. 	<p>Currently in place</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Performance Goal 2: Description of Specific Actions to Improve Education Practice to Notify Parents of EL students	Description of how the LEA is meeting or plans to meet this requirement.	Complete/ Next Steps
LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):		
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information: The rationale for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test).	Currently in place
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	The child's level of English proficiency and how it was assessed (explanation of CELDT level and explanation of CELDT exam) and the status of the student's academic achievement.	Currently in place
c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;	The method of instruction the student will receive. The program description includes information on instruction and authorization of teacher. Parents are notified of their right to review materials to be used. At the school level, benchmarks and yearly goals are explained so that parents can monitor progress towards these goals.	Currently in place
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	How this program is designed to meet the needs of the child.	Currently in place
e. how such program will specifically help p their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	How this program design helps their child learn English.	Currently in place
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;	Specific exit requirements (the redesignation criteria) and expected rate of promotion and graduation if student participates in this program. Modification of the expected promotion rate due to limited prior education is explained as appropriate.	Currently in place
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	If the student has a disability, how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.	Currently in place
h. information pertaining to parental rights that includes written guidance detailing –	Information on parental rights including:	Currently in place
<ul style="list-style-type: none"> the right that parents have to have their child immediately removed from such program upon their request; and 	The right to remove their child from such a program	Currently in place
<ul style="list-style-type: none"> the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; 	The option to decline a program or choose another program	Currently in place
<ul style="list-style-type: none"> the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	And assistance from the LEA in selecting a program.	Currently in place
Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.	For students who enroll after the beginning of the school year, this process will take place within two weeks of being placed in a language program.	Currently in place

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<p>LEA Parent Notification Failure to Make Progress</p> <p>If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>The District did not make Annual Measurable Achievement Outcome (AMAO) 3 for 2012-13. The District informed the parents of all LEP s that the AMAO had not been met. Parents were notified in writing in a language they understand within 30 days of the public release of the Title III Accountability Reports.</p>	<p>Currently in place</p>

Plans to Provide Services for Immigrants

Performance Goal 2: Description of Specific Actions to Improve Education Practice for Immigrant Students	Description of how the LEA is meeting or plans to meet this requirement.	Complete/ Next Steps
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Build capacity for meaningful parent involvement through technical assistance by the District EL K-12 Staff and Community Engagement Office. Staff will provide school presentations on a variety of parenting topics aimed at assisting parents in helping children to improve their academic achievement and becoming active participants in their children's education. In addition, staff will assist schools in planning effective parent involvement and coordinating with other programs.	Currently in place
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	District training for teachers on the CA ELD standards, including emergent level ELD Standards for newcomers.	Currently in place
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Educational Services will collaborate to provide an intensive intervention curriculum for summer school that will focus on the specific needs of identified EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting re designation and graduation criteria. The intervention program will be designed to support and complement the students' regular course of study.	Currently in place
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Materials and equipment aligned with CA ELD Standards and CA CCSS will continue to be identified and purchased.	Currently in place
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:		
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	The WCCUSD ELD Program will include a newcomer component that addresses the needs of newcomers.	Under review and revision to update the program.
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	The WCCUSD Adult School Program provides services for the parents of immigrant students, including ESL, GED and Parent Education Classes. The Adult School Program, the Family/Community Engagement Coordinator and EL K-12 collaborate with local community-based organizations to improve services for our immigrant community.	Currently in place.