

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: 07617960000000 **LEA Name:** West Contra Costa Unified **Title III Improvement Status:** Year 4+

Fiscal Year: 2016-2017 **EL Amount Eligibility:** \$911,758.00 **Immigrant Amount Eligibility:** \$102,739.00

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> <ul style="list-style-type: none"> • Full implementation of the Master Plan for English Learners (MPEL) with representative assistance from all stakeholders during the 2016-2017 school year • Provide professional development courses for teachers, administrators, and paraprofessionals based on CA CCSS and CA ELD Standards for accelerating language acquisition and academic achievement • 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. • Provide training for parents to further equip them to effectively support their children's progress in acquiring English and mastering grade level content • Provide support to schools providing bilingual programs and Dual Language Immersion programs • Implement CCSS and CA ELD standards-aligned secondary ELD curriculum • 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 • Create and implement frequent ELD assessments utilizing the Illuminate data management portal • Hire necessary personnel and purchase supplementary materials to support the services above
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Use the sub-grant funds to meet all accountability measures

- Implement an ongoing monitoring system that gives teachers and administrators easy access to relevant LEP student information; e.g., CELDT level, CELDT growth, CELDT skills test scores, CAASP results, ELD benchmark scores, years in the district, etc.
- The District has set annual goals for EL students in the areas of ELD, ELA, and Math. ELD growth is measured by the CELDT and District benchmark assessments; ELA and Math are measured by District benchmark assessments and summative state assessment.

Hold the school sites accountable

- A benchmark assessment system aligned to CA CCSS and CA ELD Standards will be implemented to measure EL students' English language development growth 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; 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 monitored and analyzed.
- All LEP student information will be recorded in a District database that is accessible to individual schools and teachers.
- The EL K-12 Coordinator, the Executive Directors, and other central office staff partner to supervise and support the principals in the monitoring of the EL programs. 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.
- The EL K-12 office provides teachers with information on English Learners at least twice a year, as well as on-demand, including information on: years in program, CELDT and state assessment data. The EL K-12 Office also provides results of the Secondary ELD Placement Exam and assists in identifying students as candidates for the summer school program and other intervention programs.
- The Governing Board provides English language learners with challenging curriculum and instruction that develops proficiency in English as rapidly and effectively 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 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 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 re-designation based on criteria adopted by the Board and specified in administrative regulations (BP 6174).

Promote parental and community participation in programs for ELs

- All schools will include a parent involvement component in their Single Plan for Student Achievement.
- Schools with 21 or more English learners will have a properly constituted ELAC.
- 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.
- 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).
- Provide both written and oral translation for parents who receive individual student assessment results and program descriptions.
- Provide classes for parents to develop skills, techniques and strategies to assist their children at home.
- Ensure that all school communications sent home are translated into the major languages represented at the schools.
- Provide oral translation for advisory meetings and parent conferences at the District level.
- Provide “silent” oral translating machines for use at District meetings and upon request at school sites.
- Improve communication between schools and parents (e.g. making phone calls to parents).
- Provide childcare at District meetings for the parents of EL students.
- Develop a system for K-12 initial registration communication for parents/guardians about EL identification and services available in the district.

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> <ul style="list-style-type: none"> • The effectiveness of the LEP programs will be determined by increases in: <ul style="list-style-type: none"> ○ English Language proficiency; and ○ Academic achievement in the core academic subjects <ul style="list-style-type: none"> ▪ 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. ▪ Provide daily Designated and Integrated ELD instruction to EL students. ▪ Monitor use of the ELD curriculum and instructional time with frequent classroom visits by administrators. ▪ Provide administrators with training on ELD standards, curriculum, research-based instructional strategies, calibration, and coaching teachers to differentiate instruction. ▪ Provide 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. ▪ Monitor ELD progress on an ongoing basis using the CA ELD Standards aligned benchmark assessment system. ▪ Provide each teacher of EL students with a variety of data to inform instruction. 	<p>Janet Scott, Director, Educational Services</p> <p>EL K-12 Coordinator Educational Services</p>	<p>Supplementary materials and supplies</p> <p>Services to non-public schools</p>	<p>\$6,758</p> <p>\$18,000</p>	<p>Title III</p> <p>Title III</p>

	<ul style="list-style-type: none"> ▪ 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 ▪ Support all supplemental programs that accelerate language acquisition and proficiency in English and provide intervention for students not making adequate progress. 				
	<p>Provide high quality professional development</p> <ul style="list-style-type: none"> • Ensure that all teachers who work with EL students are appropriately authorized • Provide all principals with uniform and consistent training in site responsibilities designed to improve the instruction and assessment of LEP children, including: <ul style="list-style-type: none"> ○ Regulatory procedures ○ Student data management systems, e.g. Illuminate, PowerSchool ○ Teacher Evaluation ○ Registration and Placement of EL Students ○ ELD Curriculum and Instructional Practices ○ Use of assessments to inform practice ○ Responsibilities for implementation of LEA Plan • Provide supplementary PD and follow up for teachers of ELs so they can learn specific scaffolding and academic language strategies to create CA CCSS/ CA ELA/ELD lessons for English Learners. <p>This supplementary PD will focus on understanding language, which is essential and plays a critical role in the new ELD framework, with specific tools and strategies to integrate learning of language and content in ways that support ELs to become proficient in English.</p>	<p>Janet Scott, Director, Educational Services</p> <p>EL K-12 Coordinator Educational Services</p>	<p>Contracts for PD Providers</p> <p>Teacher hours for PD</p> <p>Instructional Coaches</p>	<p>\$40,000</p> <p>\$50,000</p> <p>\$338,765</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p>

	<p>Teachers will learn strategies to engage ELs in academic discourse; to scaffold differentiated lessons; to read and write complex text; and foster conceptual understanding and linguistic growth. ELs will learn to use English to:</p> <ul style="list-style-type: none"> ○ Retrieve comprehensible information from content-based text ○ Read increasingly difficult literature and informational text ○ Acquire and use academic (discipline specific) vocabulary and language in context ○ Use linguistic resources and conventions to achieve particular functions, purposes, and rhetorical effects ○ For in class discussions and in writing using text-based evidence/information <ul style="list-style-type: none"> ● PD and support will be provided for all WCCUSD teachers for deeper understanding of designated vs integrated ELD approaches and ways the ELA/ELD Framework can help all teachers meet the needs if all students and especially English Learners. <p>Provide all teachers ELD training in instructional strategies, including:</p> <ul style="list-style-type: none"> ○ CA ELA/ELD Framework ○ CA ELD Standards ○ CA CCSS ○ Designated and Integrated ELD ○ Differentiation ○ Use of assessments to inform practice ○ Grouping models ○ Standards-based lesson planning, backward mapping design ○ Curriculum mapping ○ Data Teams ○ Explicit strategies for supporting Newcomer/immigrant 				
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	<p>students embedded into every teacher PD session</p> <ul style="list-style-type: none"> ○ Explicit strategies for supporting long-term English Learners (LTELs) in every teacher PD session ● Provide certificated staff, classified support staff, and administrators training in: <ul style="list-style-type: none"> ○ Understanding and serving the socio-economic, cultural and linguistic diversity within the WCCUSD school community. ○ Effective instructional practices for linguistically and culturally diverse students. ○ Communicating with linguistically and culturally diverse parents. ● Provide paraprofessionals training on the Master Plan for English Learners to ensure all paraprofessionals understand the various programs and methods of instruction available and how they can support English Learners in the West Contra Costa Unified School District (e.g., Newcomer program, etc.) ● Provide school site and district office managers, counseling and support staff training on enrollment, identification, and monitoring procedures for EL students. 				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">C. Required for Year 2</p>	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">D. Required for</p>	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <ul style="list-style-type: none"> ● Inconsistencies in the implementation of ELD instructional program necessitate adjustments to curriculum and monitoring processes. 				

<ul style="list-style-type: none"> • With many new teachers and administrators in the District, additional training on site responsibilities to implement a high quality program designed to improve the instruction and assessment of LEP students is necessary. • Not all teachers are fully trained in how to implement the new CA CCSS or CA ELD Standards. • EL student progress monitoring will be improved with the full implementation of the data management system (e.g., Illuminate, etc.) • Feedback from teachers, students, and parents indicate the need for more information about the purpose and content of the assessment and placement procedures. • Need additional intensive ELD instruction and support for at-risk students to accelerate rate of English acquisition and improve academic achievement. 					
<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <ul style="list-style-type: none"> • Implement Master Plan for English Learners • Implement CA CCSS and CA ELD standards aligned supplementary ELD instructional materials • Implement Secondary Newcomer Programs • Provide Elementary Newcomer supplementary materials • Implement standards-aligned assessment system for progress monitoring • Utilize new data management system to improve monitoring • Provide training to teachers, administrators, and support staff on implementation of CA CCSS, CA ELD standards, as well as assessment, placement, and monitoring of EL students • Expand Dual Language Immersion program 		<p>Janet Scott, Director, Educational Services</p> <p>EL K-12 Coordinator Educational Services</p>	<p>BL Graduate Tutors, FTE for Supplemental Instructional Support, Teacher Hours, Materials and supplies</p>	<p>\$420,000</p>	<p>Title III</p>

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	<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <ul style="list-style-type: none"> Providing community participation programs, including parent outreach, training, and advocacy <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	<p>Janet Scott, Director, Educational Services</p> <p>EL K-12 Coordinator Educational Services</p>	<p>Parent University, CABE</p>	\$20,000	Title III
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$18,235.00	
		EL Estimated Costs Total:		\$911,758.00	

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>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families</p> <ul style="list-style-type: none"> Implement and support Newcomer Programs at high-impact sites (secondary and elementary), including procuring supplemental materials, and hiring educational personnel to provide: <ul style="list-style-type: none"> Tutorials, mentoring, counseling Access to electronic networks, materials and resources Family literacy, parent training, and community outreach <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	<p>Janet Scott, Director, Educational Services</p> <p>EL K-12 Coordinator Educational Services</p>	<p>Para- professionals, (e.g., BL Graduate Tutors, School Community Outreach Worker, etc.)</p>	\$100,685	Title III

H. Immigrant Overall Budget	Immigrant Administrative/Indirect Costs:	\$2,054
	Immigrant Estimated Costs Total:	\$102,739.00