

Title III LEA Plan Performance Goal 2

All limited English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 11-62646 **LEA Name:** Glenn County **Title III Improvement Status:** Year 4

Fiscal Year: 2016-17 **EL Amount Eligibility:** \$12,459 **Immigrant Amount Eligibility:** N/A

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

A. Required Content	<p>Implement programs and activities in accordance with Title III:</p> <p>Princeton Joint Unified: Will provide daily ELD instruction and instructional support to ELs that focus and integrates ELD standards.</p> <p>Lake: Provide high quality professional development focused on language development as outlined in newly adopted ELA curriculum, Benchmark Advanced for K-4. Provide supplemental resources to target language needs supported by a bilingual aide on a daily basis and provide additional opportunities for learning to students within the after school program as well as for students identified as needing additional supports throughout the school day</p> <p>Plaza: Offering more direct instruction to targeted students.</p> <p>GCOE: Provide daily one on one instructional aide tutoring for students, provide high quality, coach supported, professional development for language development instruction and provide additional computer lab/ learning opportunities for students</p> <p>Capay: Provide high quality professional development focused on language development supported by coaching (i.e. GLAD), provide supplemental resources to target language needs and to assess for needs, and provide additional opportunities for learning to students</p>
	<p>Use the subgrant funds to meet all accountability measures:</p> <p>Princeton Joint Unified: Funds will be used to provide a bilingual instructional aide.</p> <p>Lake: Support high quality professional development of both classroom teachers and bilingual aide and provide supplemental resources with the support of the in-class instruction as well as targeted instruction with bilingual aide</p> <p>Plaza: Professional development, Purchase additional resources and allocate more instructional aide time towards targeted students</p> <p>GCOE: Provide supplemental enrichment resources, provide high quality professional development and provide additional enrichment</p>

	<p>opportunities for learning. Capay: Provide high quality professional development, provide supplemental resources, and provide additional opportunities for learning.</p>
	<p>Hold the school sites accountable: Princeton Joint Unified: Data will be reported in a variety of documents, including the LCAP and upcoming LCFF Rubric. Lake: Monitor student progress using AMAO goal data, CELDT data, and reclassification data and focus on ELs as a subgroup when analyzing local data for state and local assessments, and monitor status of implementation of programs and activities. Plaza: Review data, such as CELDT, reclassification, SBA results, classroom assessments, RESULTS testing GCOE: Monitor timeline/status of implementation of programs, activities and opportunities, focus on ELs subgroup for data and assessments and continue to monitor CELDT and classroom data for reclassification where warranted Capay: Monitor student progress using AMAO goal data, CELDT data, and reclassification data, focus on ELs as a subgroup when analyzing site data for state and local assessments and monitor status of implementation of programs and activities.</p>
	<p>Promote parental and community participation in programs for ELs: Princeton Joint Unified: EL parents will be invited to all school activities and their participation on School Site Council promoted Lake: Promote parental and community participation in programs for ELs through recognition banquets. Plaza: Encourage parental participation in School Site Council and offer parent informational meetings. GCOE: Provide translation services for EL parents to be involved with School Site Council, provide childcare and translation services for school orientation and provide annual surveys through Google Translate to gather parental input Capay: Conduct annual needs assessment to gather input from parents about needs including training interests and best time to offer sessions, offer parent training sessions and provide childcare so parents may attend training sessions offered outside of the school day and/or if they have younger children.</p>

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	Provide high quality language instruction: Utilize supplemental ELD resources provided with <i>Treasures</i> curriculum. Schedule in house and off campus professional development in identifying and targeting language objectives in daily lessons, purchase resources, provide instructional coaching, Provide additional materials for support and implementation, provide professional development to identify and target language goals and objectives in daily lessons.	Teachers, principal, instructional aide	Prof. Development Extra Duty Pay Materials Cost	\$6,104.91	EL-Title III
	Provide high quality professional development: CELDT Training, ELD options at Common to the Core, develop professional development opportunities and identify strategies that target key standards, train personnel in ELD strategies for all curricular areas to build academic language and comprehension and provide coaching, lesson demonstrations.	Teachers, principal, instructional aide	Prof. Development Extra Duty Pay Materials Cost	\$6,104.91	EL-Title III
C. Required for Year 2	<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>				

D. Required for Year 4	<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"> • Lack of academic vocabulary and structure of complex texts which impedes comprehension • Lack of understanding structures of various genres to enhance both reading and writing • No implementation of ELD Standards • No implementation of Integrated and Designated ELD as outlined in ELA/ELD Framework • Lack of understanding of various CCSS genres in both reading and writing • Lack of quality implementation of ELD Standards via an independent study program 				
	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <ul style="list-style-type: none"> • Increase opportunities and exposure to more complex and rigorous vocabulary and texts • Implement ELA/ELD Framework; including Integrated and Designated ELD where needed • All instructional staff will be trained on ELD Standards, and incorporate these standards into all lessons • Target academic vocabulary and language by including a language objective for daily lessons and explicit instruction exposure to more complex texts and rigor • Implement ELA/ELD Framework including Integrated and Designated ELD • All teachers will be trained on ELD Standards and will integrated ELD Standards into every lesson • Purchase and implement new ELA/ELD materials that are aligned to ELD Standards and new State Standards for ELA/Literacy. 				

*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

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> <p>Princeton: Provide professional learning on ELD Standards and ELA/ELD Framework, ongoing coaching and support with regards to designated ELD materials, and additional support for bilingual aide who will support EL students in the classroom with scaffolding language to support learning.</p> <p>Lake: Provide professional learning on ELD Standards and ELA/ELD Framework, ongoing coaching and support with regards to designated ELD materials</p> <p>Plaza: Provide professional learning on ELD Standards and ELA/ELD Framework, ongoing coaching and support with regards to designated ELD materials</p> <p>GCOE: Provide instructional coaching, provide additional materials for support and implementation, provide professional development to identify and target language goals and objectives in daily lessons</p> <p>Capay: Provide professional learning on ELD Standards and ELA/ELD Framework, ongoing coaching and support with regards to designated ELD materials, and additional support for bilingual aide who will support EL students in the classroom with scaffolding language to support learning.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	Teachers Paraprofessional Administrator	Prof. Dev. Extra Duty Pay Materials Cost	\$2,460.78	EL-Title III
		Teachers Paraprofessional Administrator	Prof. Dev. Extra Duty Pay Materials Cost	\$2,176.58	EL-Title III
		Teachers Bil. Aide	Prof. Dev. Extra Duty Pay Materials Cost	\$1,324.96	EL-Title III
		Teachers Paraprofessional Administrator	Prof. Dev. Extra Duty Pay Materials Cost	\$3,218.32	EL-Title III
		Teachers Paraprofessional Administrator	PD, Reg Fees, Extra Duty Pay, materials	\$3,029.18	EL-Title III
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$249.18	
		EL Estimated Costs Total:		\$12,459.00	

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> <p>All schools in Glenn County Consortium will be refusing Title III Immigrant funds for 2016-2017</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	N/A	N/A	N/A	N/A
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$0	
		Immigrant Estimated Costs Total:		\$0	