

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: 2766134 LEA Name: Pacific Grove Unified Title III Improvement Status: Year 0

Fiscal Year: 2016-2017 EL Amount Eligibility: \$15,219 Immigrant Amount Eligibility: \$9121.

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 Title 3 monies are distributed to the sites to primarily provide intervention supports for students during school with instructional aides working in the classroom to support English learners during small group instruction with the classroom teacher. These students also have the opportunity to attend before and after school tutoring and support with direct instruction in areas identified to improve language acquisition, along with curriculum designed to meet student’s specific needs. Students at the middle and high school also have the opportunity to attend after school tutoring sessions and receive assistance with classroom assignments. Instructional aides work in the classroom to support teachers during the integrated component of English language instruction. Designated language instruction is delivered by a specialist English Language development teacher who works with students according to their English language acquisition level to support content area instruction in English language arts.</p>
	<p>Use the subgrant funds to meet all accountability measures In order to meet all annual measureable objectives: AMAO1, AMAO2, AMAO3: Students are supported with enhanced English language instruction in core academic subjects through direct instruction focused on the integrated English Language Development standards with designated ELD in small group settings. English learners also use educational software and technologies that support English language development such as Read 180, IReady, Read & Write, Brainpop etc. Educational software programs, together with ongoing classroom instruction support students in reading and writing activities to develop oral language fluency.</p>

Hold the school sites accountable

All sites are held accountable for the monitoring of all English learners through multiple measures such as CELDT, SBAC, interim benchmarks, Iready diagnostics, Scholastic Reading Inventory, Dibles and grades. Each site has a language review team consisting of the English Language development teacher, site principal, and classroom teachers. This team identifies the strengths and areas of need for each English learner in the areas of reading, writing, listening, speaking and identifies interventions in the classroom as well as additional supports to ensure the students are making progress towards proficiency in both English language arts and math. This team meets three times a year and gathers all pertinent information to determine if the student should be reclassified as English Language proficient. The team also discusses strategies and best practices for providing high-quality language instruction at the classroom level and for intervention supports.

Promote parental and community participation in programs for ELs

Each site is required to have four ELAC meetings per year. In addition, each site makes a concerted effort to translate newsletters, emails and any communication sent home to ensure parents are informed. Parent handbooks and report cards have also been translated into Spanish for those parents who require it. The PGUSD website now also has a feature to translate into other languages. A parent education class aimed at assisting parents to help their children, funded by the adult school, is well attended by many of our English learner parents. The class was offered last year 2014-2015 and again this year 2015-2016 and was a huge success. We expect to continue with this offering in 2016-2017. Babysitting is provided to ensure more parents attend.

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 Teachers all have curriculum that is aligned to the new ELA/ELD standards. The programs are from the state adopted list and provide all components for teachers to both teach integrated and designated ELD.</p> <p>Language review teams also discuss research based strategies that address all English learners and immigrant students at their respective levels: Emerging, expanding and bridging.</p> <p>Resources for teachers such as “A Tool to Scaffold Instruction for English Learners” and “Scaffolds for Supporting English Learners with the CA State Standards has been purchased for each grade level to support English learners and immigrant students.</p> <p>Tutoring services are provided for all English learners and immigrant students at all sites with before or after school tutoring services and instructional aides in classrooms.</p>	<p>Site ELD Teacher, principal, classroom teachers</p> <p>Weekly collaboration, Language review team days (3 times a year)</p> <p>Teachers and instructional aides</p>	<p>ELA Benchmark Advance (curriculum)</p> <p>Sub costs</p> <p>Teacher resources</p> <p>Salary & benefits</p>	<p>\$128,350.</p> <p>\$1000</p> <p>\$575.</p> <p>\$13,188</p>	<p>General fund (other)</p> <p>Immigrant</p> <p>Immigrant</p> <p>EL & Immigrant</p>
	<p>Provide high quality professional development The designated English Language development teachers attend quarterly meetings at the Monterey County office of Education to discuss/collaborate on best practices to support English learners and immigrant students. These teachers then come back to their respective sites to provide Professional development with all teachers. Classroom teachers and ELD teachers work closely to plan both the integrated and designated ELA lessons for students and discuss areas of need and how best to meet those needs for students.</p> <p>Teachers will also attend an 8 day institute focused on Systematic Integrated/Designated ELD for long term English learners with Kate Kinsella at the Monterey County Office of Education in 2016-17.</p>	<p>ELD teachers attend network meetings 4 times a year.</p> <p>ELD teachers attend 8 day institute</p>	<p>Registration, travel and sub costs</p> <p>Registration travel & sub costs</p>	<p>\$2336</p> <p>\$2000</p>	<p>EL & Immigrant</p> <p>EL</p>

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>				
	<p>Please describe all required modifications to curriculum, program, and method of instruction.</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> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p> <p>A. Provide tutoring and direct instruction on language acquisition.</p> <p>B. Support classroom assignments with before/after school tutoring at all sites.</p> <p>C. Additional high quality professional development to enhance best practice.</p> <p>D. Provide collaboration days to develop English language lessons and share best practices throughout the year.</p>	Instructional aides	Salary & benefits	\$2,400.00	Title 3 EL
		Instructional aides	Additional ELD resources and materials	\$8,178.62	
				\$3,336.00	
		Certificated teachers/Principal and Director of Curriculum	Substitute teachers, registration fees, travel expenditures	\$1000.00	Title 3 EL
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$304.38	
		EL Estimated Costs Total:		\$15,219.	

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>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>				
	A. Immigrant students will receive tutoring on language acquisition as well as supports with classroom assignments during, before, and after school at all sites.	Certificated teacher	Salary/benefits	\$4715.	Immigrant
	B. Language review team collaboration to assess immigrant student progress.	Principal, certificated teachers, ELD teacher, and parents	Substitute teacher costs	\$1,000	Immigrant
	C. Instructional materials and educational software to support immigrant students at all sites.	Director of Curriculum and ELD teachers	Curriculum materials, educational	\$3,223	Immigrant
H. Immigrant Overall Budget		Immigrant 2% Administrative/Indirect Costs:		\$182.42	
		Immigrant Estimated Costs Total:		\$9,121.00	