

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: 37-68353

LEA Name: San Pasqual Consortium Title III Improvement Status: Year 2

Fiscal Year: 2016-17

EL Amount Eligibility: \$17,367

Immigrant Amount Eligibility: \$1,695

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 Classroom teachers and the ELD Coordinator to instruct English language learners will use • State adopted ELD curriculum.</p> <ul style="list-style-type: none"> • Students at an L1, L2, and learning the English language less than 5 years will receive small group or one-on-one time and support from the ELD Coordinator & EL instructional aides. • All classroom teachers will provide students with Integrated ELD instruction and differentiate learning within the classroom. • Tier II intervention outside of core instruction will take place 3-5 days each week to provide students more time and support with grade level Essential Standards and Learning Targets.
	<p>Use the subgrant funds to meet all accountability measures</p> <ul style="list-style-type: none"> • All required Title III funds are used to support staffing and instructional materials for the purpose of instructing English language learners. Additionally, these funds and the action steps that go with the funds are outlined in the LCAP.
	<p>Hold the school sites accountable</p> <ul style="list-style-type: none"> • An ELD Task Force has been formed to set goals and actions specific to students' greatest areas of need. The SMART goal will be tied to students learning the language less than 5 years. • The principal will conduct instructional walk throughs and monitor the data to improve student learning, along with the support of the ELD Task Force.

Promote parental and community participation in programs for ELs

- The DELAC Committee developed a Parent Involvement Action Plan to improve parental involvement in school related activities and in the classroom for English language learners.
- San Pasqual: In our continued effort to promote parent participation and student achievement, a 8-week Mano-a-Mano parent training series in Spanish is planned for Jan-Mar 2017.

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 ELD Coordinator will instruct students at the L1 and L2 level, and identified students learning the language less than 5 years, providing extra time and support. 	<p>Julie Romero & Kim Gonzalez/ 2016-17 school year</p>	<p>Salary and fringe benefits</p>	<p>San Pasqual: \$40,822 Vallecitos: \$53,719</p>	<p>San Pasqual: Objects 1000, 3000 Title III, LCFE Vallecitos: \$53,719 Objects 1100, 3000 Title I/III funds & EPA</p>
	<ul style="list-style-type: none"> All classroom teachers will differentiate instruction for English language learners, in order to provide them with high quality language instruction during the core instruction and Tier II intervention block of time. 	<p>All K-8 classroom teachers/2016-17 school year</p>			
	<ul style="list-style-type: none"> Vallecitos: ELD Task Force will develop one SMART Goal specific to improving learning for students learning English less than 5 years. ELD Task Force to identify specific activities and learning targets aligned with the CELDT. 	<p>ELD Task Force/ September 2016</p>	<p>4 certificated teachers, 8 hours for the 2016-17 school year</p>	<p>Vallecitos: \$2,400</p>	<p>Vallecitos: \$2,400 LCFF, Objects 1100, 3000</p>
	<ul style="list-style-type: none"> San Pasqual: Hire additional EL instructional aide and EL Intervention teacher to work one-on-one and in small-group with students learning English less than 5 years. 	<p>EL aide/ 2016-17 school year</p>	<p>Salary & fringe benefits</p>	<p>San Pasqual: \$28,559</p>	<p>San Pasqual: Objects 1000, 2000, 3000 LCFF</p>
	<ul style="list-style-type: none"> San Pasqual: Use Rosetta Stone with newcomers learning English for the first time. Use Lexia Core 5 with all students learning English less than 5 years. 	<p>2016-17 school year</p>	<p>Rosetta Stone & Lexia licenses for ELs</p>	<p>San Pasqual: \$1804</p>	<p>San Pasqual: Object 4000 LCFF</p>

	<p>Provide high quality professional development</p> <ul style="list-style-type: none"> • The ELD Coordinator will teach and review strategies for Differentiation, Integrated ELD and SDAIE instructional strategies with all teachers of ELs. • Staff meeting and professional development time will focus on continuous improvement with the Professional Learning Community model and Response to Intervention model. 	<p>Julie Romero & Kim Gonzalez/ August 2016</p> <p>All classroom teachers, principal and ELD Coordinator/ 2 times per month during 2016-17 school year.</p>	<p>San Pasqual: ELD PD for 11 teachers + 1 instructional aide, 3 hours</p>	<p>San Pasqual: \$1052</p>	<p>San Pasqual: \$1052 Object 1000, 2000, 3000 Title II, Educator Effectiveness</p>
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C. Required for Year 2	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B: Please describe the factors contributing to failure to meet desired accountability measures: The most recent data indicates that the consortium did not meet AMAO 2 – percent of ELs attaining English proficiency level on the CELDT less than 5 years. The Target states that we needed to have 24.2% of students proficient. The consortium achieved 22.8% of students proficient. San Pasqual Union achieved 21.6% of students proficient. Vallecitos Elementary achieved 23.3% of students proficient. The factors contributing to not meeting the state expected target are as follows: Research indicates that it takes 5-7 years to develop proficiency in a second language; therefore, the Target may not be expecting a reasonable amount of these students to become proficient when only learning a second language less than five years. Students need additional time and support in a one-on-one setting with the ELD Coordinator, EL instructional aide or Intervention teacher who can assist them in learning the language at a faster rate. San Pasqual: We have increasing numbers of English Learners coming into our school in Kinder. Most have not attended preschool and have limited language skills/abilities, even in their home language. We need more one-on-one and small-group instruction for K-4 ELs and we need to focus our efforts on getting our ELs reading at grade level. Vallecitos: The ELD Task Force needs to develop specific skills or Learning Targets that are expected on the CELDT, so that what students are learning in the classroom is similar to the information and types of test questions students will be required to do on the CELDT.</p>				
	D. Required for Year 4	<p>Goal 2 IPA* for items A-B:</p>			
<p>Please describe all required modifications to curriculum, program, and method of instruction.</p>					

*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	Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students <ul style="list-style-type: none"> San Pasqual: After-school Tutorial for English Learners San Pasqual: Mano-a-Mano parent education series 	EL aide/ Oct-May	Salary + Benefits	\$900	\$900 Object 2000, 3000 LCFF
		Dr.Beatriz Villarreal/ Jan-Mar 2017		\$4000 for 8-week training	\$4000 Object 5000 LCFF
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:			
		EL Estimated Costs Total:			\$133,261

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	Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families <ul style="list-style-type: none"> San Pasqual: Additional EL instructional aides 	San Pasqual: EL aide/ 2016-17 school year	Salary & benefits	\$565	San Pasqual: Objects 2000, 3000 Title III
		Immigrant Administrative/Indirect Costs:			
H. Immigrant Overall Budget		Immigrant Estimated Costs Total:			\$565 (San Pasqual)

