

California Department of Education

April 2016

## 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.**

<b>CDS Code:</b> <u>2465870</u>	<b>LEA Name:</b> <u>Winton School District</u>	<b>Title III Improvement Status:</b> <u>Year 0</u>
<b>Fiscal Year:</b> <u>2016-2017</u>	<b>EL Amount Eligibility:</b> <u>\$88,431.00</u>	<b>Immigrant Amount Eligibility:</b> <u>\$1,477.00</u>

### 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:**

<b>A. Required Content</b>	<p>Implement programs and activities in accordance with Title III</p> <p>The Winton School District (WSD) will provide basic instructional services to students identified as English Learners (EL):</p> <p><b>Structured English Immersion (SEI):</b> K-8 EL students who have been assessed on the CELDT and found to be at “less than reasonable fluency” in English will receive daily ELD using the district adopted text and supplemental materials. This will be at least 30 minutes in kindergarten and 45 minutes at all other grade levels. They will have access to core content subjects through SDAIE instruction. ELD instruction will be based on ELD standards. Both ELD and SDAIE content courses will be taught by teachers with the appropriate state authorizations.</p> <p><b>English Language Mainstream (ELM):</b> K-8 students who have been assessed on the CELDT and found to be at “reasonable fluency” in English will receive daily ELD using the district adopted text and supplemental materials. They will receive appropriate core content instruction utilizing the California adopted texts with specific resources for English Learners. English Language development standards will be the foundation for daily ELD lessons.</p> <p><b>Professional Development</b> of high intensity and duration to include adopted core materials for ELA/ELD, Early Literacy Skills, Formative Assessments, Math, English Learner Strategies, and Writing</p>
----------------------------	--

Use the subgrant funds to meet all accountability measures

The WSD has set the following annual goals for EL students in the area of ELD, and reading/language arts: (ELD growth is measured by the state assessment, CELDT; reading/ELA by CAASPP). The WSD as set the following interim goals for EL students:

- ELD: progress on ELD standards as measured in on-going assessments in the state adopted textbooks.
- ELA: progress in academic vocabulary development, reading comprehension and writing, as measured by published reading inventories

The WSD plans to use Title III funds to help EL students meet these measureable objectives by the following:

- Hire personnel to provide intervention programs
- Hire instructional paraprofessional aides to support student English language acquisition
- Purchase supplementary materials for ELA, ELD, Math, Science, & History

Provide yearly professional development and coaching to teachers through District staff

- Coordinator and publisher representatives in high quality, standards based instruction in ELD and ELA
- Continue to refine standards based interim assessments in ELD and ELA
- Use checklists and inventories that monitor student progress and provide guidance for instructional decisions in ELD
- Reevaluate and develop interventions for EL students who are not making adequate progress on interim benchmarks
- Maintain a district database system that collects and provides disaggregated data to schools and individual teachers on student academic growth and progress toward achievement of Common Core State Standards

Hold the school sites accountable

The WSD is committed to monitoring the academic achievement of its EL students especially in ELD and ELA. To ensure that EL students are making satisfactory progress toward the interim and annual goals stated above, the WSD employs the following monitoring process:

**At the district level:**

- District personnel will meet quarterly with the EL coordinators and/or principals to discuss goals and the academic success of EL students
- Quarterly site visits by District Leadership
- EL portion of the site plan will be monitored by Director of Educational Services to ensure alignment to district goals and EL focus
- The district will monitor the SELAC meetings by requiring minutes and agendas in English and Spanish.
- An annual report will be made to the WSB on the language and academic progress of the EL students in the district.
- The district will be linked to all four school sites with the capability to access current data from all sites.

**At the school sites:**

- The EL coordinator and/or site principal will monitor the EL student placement in classes and groupings, ensure appropriate teacher authorizations, visit classrooms regularly to monitor ELD and SDAIE lesson implementation, schedule and attend ELAC meetings and ensure implementation of the district’s Master Plan to meet the language and academic needs of the EL students.
- Data gathered from CELDT, CAASPP, and ELD benchmark testing will be used to determine specific, targeted interventions.
- All English Learners will have an English Learner Profile Card where teachers quarterly monitor their students’ progress towards language proficiency through students’ master of ELD standards in the four domains of Reading, Writing, Listening, and Speaking.
- All EL student EL records (testing, copies of letters to parents, etc.) are kept in a language development folder (pink). This folder is updated

yearly, and accompanies the student as s/he changes schools. It can be found in the student's cum folder.

Promote parental and community participation in programs for ELs

The WSD will use Title III funds to build capacity for broad involvement of the parents of EL students and the community.

- Leadership and parent involvement training is offered for DELAC and ELAC parent leaders and officers by the Director of Educational Services.
- All schools will have written parent involvement policies and EL parents will be involved through ELAC and SSC in developing the policies and SPSA.
- All schools will have a properly constituted ELAC.
- Each school will have a parent on the DELAC.
- Adult literacy, ELD, citizenship and computers classes will be provided for parents and community members as funds are available.
- Effective parent involvement and coordination with other programs will be targeted by the DELAC and ELACs.
- Provide both written and oral translation for parents who receive individual student assessment results and program descriptions.
- Provide classes and/or workshops for parents to develop skills, techniques and strategies to assist their children at home.
- Provide oral translation for every advisory meeting and parent conference at both the site and district level.
- Call and/or use School Messenger to remind parents them and provide childcare at site and district S/ELAC meetings.
- Provide incentives for parents and staff to attend meetings regarding the success of EL students.
- To increase participation and engagement, all information will be provided in English and Spanish.

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> <p>The WSD will offer ELD and SDAIE instruction in the core academic subjects in its SEI and ELM programs for EL students. Program goals will promote high expectations for student success while developing a positive self-concept in students. Standards aligned curricula and instruction will continue to be implemented at all sites. Ongoing monitoring of student progress will take place during the year with unit and benchmark assessment. Close attention will be paid to the achievement of AYP goals. To achieve this the following will happen:</p> <ul style="list-style-type: none"> <li>▪ ELD: Each EL student, upon assessment for language proficiency level, will receive daily, targeted instruction in ELD appropriate to his/her level of fluency in English with scientifically based research materials adopted by the state. Qualified teachers on each site will teach ELD during the regularly scheduled designated ELD period. Kindergarten teachers will at least give 30 minutes of ELD instruction daily and 1st -8th teachers at least 45 minutes.</li> <li>▪ Linguistic Frames will be provided, modeled, and practiced on daily basis (by educational staff for ELs) in an effort to increase academic conversations for ELs during integrated and designated ELD.</li> <li>▪ K-5 EL students will receive ELD lessons using district adopted curriculum or supplemental materials.</li> <li>▪ Grades 6-8 EL students with “less than reasonable fluency” in English will receive instruction using district adopted curriculum or supplemental materials. Those students with “reasonable fluency” in English will receive access to the core content through specially designed academic instruction in English (SDAIE) by highly qualified teachers. ELM classrooms for early advanced and advanced EL students that receive differentiated ELD standards based instruction utilizing the CA adopted texts with specific resources intended for EL.</li> </ul>	<p>Principals, Teachers on Special Assignments, Teachers</p> <p>Timeline: 2016-2017</p>	<p>Supplies</p> <p>Books &amp; References</p>	<p>\$3,561</p> <p>\$3,060</p>	<p>Title III</p> <p>Title III</p>

	<p>Title III funds will enhance the current instructional program for EL students by providing:</p> <ul style="list-style-type: none"> <li>▪ Supplemental reading materials for students at “less than reasonable fluency” to supplement state adopted ELA series.</li> <li>▪ When summer school is offered, opportunities for elementary and middle school EL students that focus on specific, targeted needs in ELD and language functions, as well as, reading techniques and methodologies that are researched bases for success of EL students.</li> <li>▪ Before and after school opportunities that provide additional support for EL students at risk of not meeting benchmarks or considered for retention.</li> <li>▪ Site based EL representatives/Teacher on Special Assignment/Principal will guide grade level conversations and share research on scientifically proven methodologies and materials that meet identified EL student needs</li> <li>▪ Instructional Paraprofessional Aides to support student English language Acquisition</li> </ul>	<p>Director of Educational Services, Principals</p> <p>Timeline: 2016-2017</p>	<p>Supplies</p> <p>Books &amp; References</p> <p>Aides</p>	<p>\$2,000</p> <p>\$2,000</p> <p>\$53,555</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p>
	<p>Provide high quality professional development</p> <p>In order for administrators, teachers, paraprofessionals, parents and community members to meet needs of EL students at all proficiency levels a comprehensive standards based EL strand for professional development will be continued. Teachers will have an opportunity to attend statewide conferences in which the current ELD research, strategies, and materials will be presented and discussed. District wide professional development will be provided for principals, teaching staff, and paraprofessionals in the following areas:</p> <ul style="list-style-type: none"> <li>• EL Master Plan components</li> <li>• New ELD standards</li> <li>• English Learner Profile Cards</li> <li>• Common Core State Standards instructional planning for ELD and ELA</li> <li>• CELDT testing training</li> <li>• CELDT Academy</li> </ul> <p>Title III funds will be used to support an EL strand in the WSD’s Professional Development Plan. The content of this strand will integrate research and scientifically based theory with high quality instructional practices and address educational equity issues by developing:</p> <ul style="list-style-type: none"> <li>• Knowledge of meta-cognition skills to use with EL students</li> <li>• Ability to design and implement differentiated, standards based instruction in all academic areas, and how this intersects with the socio-economic, cultural and linguistic diversity within the school community.</li> </ul>	<p>Director of Educational Services, Principals, Teacher on Special Assignment, Teachers</p> <p>Timeline: 2016-2017</p>	<p>Supplies</p> <p>Travel &amp; Conferences</p> <p>Subs</p>	<p>\$1,000</p> <p>\$2,150</p> <p>\$1,650</p> <p>\$1,232</p>	<p>Title III</p> <p>Title III</p> <p>Title II</p> <p>Title III</p>

	<ul style="list-style-type: none"> <li>• Strategies to identify potential interference between the primary language and English</li> <li>• Ability to create a vast repertoire of strategies for literacy instruction</li> <li>• Ability to utilize “scientifically based, research based, best practices” for reading comprehension</li> <li>• Ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening, and speaking all at the other content areas.</li> <li>• Ability to design and implement formal and informal assessment</li> <li>• Ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction</li> </ul>				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>C. Required for Year 2</b></p>	<p><b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</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);"><b>D. Required for Year 4</b></p>	<p><b>Goal 2 IPA* for items A-B:</b></p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p>				
	<p><b>Please describe all required modifications to curriculum, program, and method of instruction.</b></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
<p><b>E. Allowable Activities</b></p> <p><b>Describe all allowable activities chosen by LEA relating to:</b>                      Supplementary services as part of the language instruction program for EL students</p> <p><u>Upgrade program objectives and effective instruction strategies</u>                      WSD will continue an EL task force that meets quarterly. These meetings will provide an opportunity for district wide articulation and ensure consistency and coordination. Title III funds will be used to pay for hourly rates or substitutes as needed for site representatives to attend meetings. Goals for this committee will include:</p> <ul style="list-style-type: none"> <li>▪ Evaluate academic course content</li> <li>▪ Review ELD curriculum for newcomers</li> <li>▪ Share supplementary materials</li> <li>▪ Review intervention programs</li> <li>▪ Develop intervention curricula</li> <li>▪ Review disaggregated data</li> <li>▪ Evaluate student progress</li> <li>▪ Determine the efficacy of programs for EL students</li> </ul> <p><u>Provide</u>                      a. <u>tutorials and academic or vocational education for LEP students; and</u>                      b. <u>intensified instruction.</u></p> <p>The WSD will provide an intensive intervention curriculum 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 meeting reclassification and graduation criteria. Specific areas of focus include improvement of reading fluency, reading comprehensions, word analysis, vocabulary development and writing skills.</p> <p>The WSD ELD teachers will use test prep materials to prepare students for the CELDT through a week of CELDT Academy. The intervention programs may include Computer Lab Center, Extended Day (before and/or after school), and summer school (when funds permit). The Literacy Coaches and Math/Technology Coaches will use research based direct instruction in the areas of language arts, reading, writing, and mathematics. The Extended Day programs focus on reading tutorials in the content areas, math, and ELD. Summer School programs focus on remedial instruction in language, reading, math, and ELD. These intervention programs will be designed to support and complement the students' regular ELA/ELD and core content instructional programs.</p>	<p>Teachers on Special Assignment/ Principals</p> <p>Timeline: 2016-2017</p>	<p>Subs</p>	<p>\$1,200</p>	<p>Title III</p>
	<p>Director of Educational Services/ Principals</p>	<p>Test Materials</p> <p>Supplies</p> <p>Software</p>	<p>\$2,000</p> <p>\$3,000</p> <p>\$3,440</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p>
	<p>Timeline: 2016-2017</p>			

	<p>In addressing the needs of the identified students, district intervention programs will use consistent, systematic instruction to:</p> <ul style="list-style-type: none"> <li>▪ Provide intensive and extensive opportunities to read and do math</li> <li>▪ Acquire and practice new knowledge and vocabulary through reading, writing, and math and collaborative conversations about grade-level topics and text</li> <li>▪ Read and comprehend literature and informational texts</li> <li>▪ Enjoy reading and applied math</li> <li>▪ Engage in meaningful reading, writing, and math</li> <li>▪ Compose opinion pieces (K-5)/arguments (6-8), informative/explanatory, and narratives consistent with Common Core State Standards</li> </ul> <p>Research based best practices and common characteristics of highly effective intervention programs form the basis for these intervention programs. Instruction will include a variety of activities and strategies that promote EL students' success in reading, writing/language, speaking and listening, and math</p> <p><u>Develop and implement programs that are coordinated with other relevant programs and services</u></p> <p>Title III will be coordinated with a variety of other programs to extend the regular instructional program and focus on the needs of EL students. The following programs will be coordinated to meet each student's needs:</p> <ul style="list-style-type: none"> <li>▪ Intervention programs</li> <li>▪ Title I</li> <li>▪ ELA</li> <li>▪ After School Education and Safety Program</li> <li>▪ Advanced math classes with the local high school</li> <li>▪ Minicorp</li> <li>▪ Migrant</li> </ul> <p><u>Improve the English proficiency and academic achievement of LEP children</u></p> <p>In order to improve the English proficiency and academic achievement of LEP children, the WSD will develop and implement and English Learner Individualized Learner Plan (ELILP) that will help identify and organize the appropriate interventions and supplemental programs to meet individual needs of EL students and to support their success in English Language Mainstream classrooms. Title III funds will be used to develop necessary curriculum. In order to improve district programs, the district will continue to collaborate and coordinate with the MCOE's EL department and regularly receive and review state updates and research. The following are MCOE services provided to EL:</p> <ul style="list-style-type: none"> <li>▪ Best Practices for English Learners</li> <li>▪ CELDT Trainer of Trainers</li> <li>▪ Educational Resource Center</li> </ul>	<p>Director of Educational Services/ Principals</p> <p>Timeline: 2016-2017</p> <p>Director of Educational Services/ Principals</p> <p>Timeline: 2016-2017</p>	<p>Books &amp; References</p> <p>Supplies</p>	<p>\$2,500</p> <p>\$500</p>	<p>Title III</p> <p>Title III</p>
--	---	---	---	-----------------------------	-----------------------------------



	<p><u>Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</u></p> <ul style="list-style-type: none"> <li>o To improve English language skills of LEP children; and</li> <li>o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul> <p>The WSD will use Title III funds to educate and empower parents of EL students to become an integral part of the school and community and ensure academic success for their children. It is crucial to create a supportive, caring atmosphere conducive promoting a partnership between the parents and school personnel to work toward academic success of each child. Families may need to be connected to educational and social services for more support. Winton School District Administrators will research various ways to contact, seek out, and entice parents of ELs and the community members to attend regular meetings and become more involved with the schools. During Back to School Night, EL parents will be informed of the possible opportunities that are available for them to become involved in their child’s school. Title III funds will be used to offer the following programs, services and resources to parents of EL students:</p> <ul style="list-style-type: none"> <li>▪ Adult classes in literacy, GED, citizenship, computers, etc. in conjunction with the Merced High School District, Merced College etc. when available</li> <li>▪ ELAC/DELAC Parent training</li> <li>▪ ELAC/DELAC monthly meetings</li> <li>▪ ELAC/DELAC officer trainings</li> <li>▪ How to read &amp; interpret CELDT test results</li> </ul> <p>All instruction and materials used in the above classes and/or meetings will be translated into the primary language of the parents (excluding classes in which attaining English proficiency is one of the goals). Childcare, refreshments, and incentives will be provided at all meetings/classes. As often as possible classes or meetings will be held in the homes/neighborhood of the attending parents. Parents will be utilized and encouraged to share their knowledge and skills within their children’s classes and school wide. Parent Recognition Ceremonies will be held for parents of English Learners who attend meetings and involve themselves in the schools will be recognized for the dedication.</p>	<p>Director of Educational Services/ Principals</p> <p>Timeline: 2016-2017</p>	<p>Supplies</p>	<p>\$1,500</p>	<p>Title III</p>
--	--	--	-----------------	----------------	------------------

	<p><u>Improve the instruction of LEP children by providing for –</u></p> <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul> <p>Site staff will work with all students to develop technology skills and follow the District's Technology Plan.</p> <ul style="list-style-type: none"> <li>▪ Keyboarding, word processing skills and Internet access will be covered in the computer parent classes.</li> <li>▪ Title III funds will be used to develop links on the WSD's website for parents of EL students. The following will be posted:             <ul style="list-style-type: none"> <li>• Adult ELD classes</li> <li>• Other parent education classes</li> <li>• Program description of services offered at each site</li> <li>• Information about parent rights</li> <li>• El site/community activities</li> <li>• ELAC/SELAC schedules</li> </ul> </li> </ul> <p>There links will be available in English and Spanish.</p> <p><u>Other activities consistent with Title III</u></p> <p>Title III funds will also be used for the following:</p> <ul style="list-style-type: none"> <li>▪ Conference attendance on topics related to EL students such as CABE, Parent/Paraprofessional Conference, etc.</li> <li>▪ EL staff to attend CELDT Trainer of Trainers and meeting and/or conferences dealing with ELD standards</li> </ul> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp">http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp</a> for a list of allowable EL activities</p>	<p>Director of Educational Services/ Principals</p> <p>Timeline: 2016-2017</p>	<p>Books &amp; Materials</p>	<p>\$4,000</p>	<p>Title III</p>
<p><b>F. EL Overall Budget</b></p>	<p>EL 2% for Administrative/Indirect Costs:</p>			<p>\$1,733.00</p>	
	<p>EL Estimated Costs Total:</p>			<p>\$88,431.00</p>	

**Plan to Provide Services for Immigrant Students**

Please complete this table <b>IF</b> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>G. Allowable Activities</b>	<p><b>Describe all allowable activities chosen by LEA relating to:</b> Enhanced instructional opportunities to immigrant students and their families</p> <p>Title III Immigrant Education Program funds will be used to purchase supplemental curricular materials to assure that students meet grade level standards. Educational materials and technology will be identified and acquired. Curricular materials will be in the area of vocabulary development, reading comprehension, and writing. The collection of leveled fiction and nonfiction texts will be provided for the students to engage in meaningful reading and writing. Purchase of interactive technology learning such as Starfall Publications, Spelling City, and Moby Max.</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/immprogrview.asp">http://www.cde.ca.gov/sp/el/t3/immprogrview.asp</a> for a list of allowable Immigrant activities</p>	<p>Director of Educational Services/ Principals</p> <p>Timeline: 2016-2017</p>	Supplies	\$1,395	Title III (Immigrant)
<b>H. Immigrant Overall Budget</b>		Immigrant Administrative/Indirect Costs:		\$82.00	
		Immigrant Estimated Costs Total:		\$1,477.00	