

## 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: 3768080000000 LEA Name: Encinitas Union School District Title III Improvement Status: Year 2

Fiscal Year: 2016-17 EL Amount Eligibility: 50,513 Immigrant Amount Eligibility: 8,476

### Plan to Provide Services for English Learner Students

<p>Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.</p> <p><b>How the LEA will:</b></p>	
<p>A. Required Content</p>	<p><i>Implement programs and activities in accordance with Title III</i></p> <p>Encinitas Union School District (EUSD) plans to provide supplemental support for English Learners (ELs) by specifically providing an English Learner Summer Intervention Program that will focus on developing academic language, engaging in meaningful conversations, building foundational skills, and improving writing competencies. Teachers will receive high-quality professional development to support program objectives in Summer 2016 and throughout the 2016-17 school year. Additionally, EUSD will provide immigrant students with an Immigrant iPad and Literacy Program experience to extend their learning throughout the summer break. A component of this Program will include a trained ELD teacher who will provide one-to-one literacy support during the 2016 Summer to each participating immigrant student, twice a week to build reading foundation skills and develop oral language skills. EUSD will continue providing access to Imagine Learning ELD software to all English Learners during 2016-17. EUSD will provide Long Term English Learners (LTELs) with weekly Take-Home Kits to extend their learning into the home environment and support their language and literacy needs during the 2016-17 school year.</p>
	<p><i>Use the subgrant funds to meet all accountability measures</i></p> <p>Subgrant funding will be used to hire teachers and support staff for EUSD’s English Learner Summer Intervention Program. Additional funds will be used to purchase supplemental Lingual Learning curriculum resources and instructional supplies for use during the EL Summer Intervention Program. The objective of the program is to accelerate the English language acquisition skills of students at CELDT Levels 1-3 students to meet AMAO 1 and to provide targeted instruction for students at CELDT Levels 4-5 to meet AMAO 2. To address</p>

the needs of immigrant students, EUSD will make payments for hotspot wireless accounts for connectivity during summer and intersession (fall/winter) breaks. Additionally, a tutor will visit Newcomers twice/week during the 2016 Summer, to provide instructional support at an agreed upon location in the community (public library, community recreation center, etc.). This will extend learning and language acquisition for Newcomer students to make adequate growth and to ensure AMAO 1 is met. Subgrant funding will also be used to purchase supplemental Take-Home Kits from American Reading Co. for language and literacy intervention to address the needs of Long Term English Learners (LTELs). These resources will increase student achievement in Reading and Writing and improve CELDT scores for LTELs to meet reclassification for AMAO 2b (Achievement of English language proficiency for more than 5 years).

***Hold the school sites accountable***

Administration will monitor classrooms and conduct frequent walk-throughs during the EL Summer Intervention Program and throughout the 2016-17 school year to further support staff on the implementation of ELD scaffolds and SDAIE strategies. Multiple Measures, including but not limited to, CELDT, SRI reports, Writing Prompts, Literably Running Records, and Oral Language Benchmarks, will be used to determine impact of ELD instruction. For iPad Immigrant Program, multiple measures will be used in addition to ELD Specialist/Tutor's observational records, debriefing notes, parent surveys, journal entries. For Long Term English Learners (LTELs), multiple measures will also be used, in addition to student journals and work samples, as part of their supplemental reading and language support.

***Promote parental and community participation in programs for ELs***

Provide parents with frequent updates during the EL Summer Intervention Program on student progress and performance. Administration to offer parents trainings and coffee chats to discuss Home/School Connection activities focused on literacy strategies, math support, language-rich activities, and the reclassification process. Present Parent Education Sessions (5-Part Series) on topics approved by DELAC/ELAC at scheduled meetings throughout the 2016-17 school year. Parents of Long Term English Learners (LTELs) will participate in Home/School Connection activities through the use of Take-Home Kits that support language and literacy development.

How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
<b>B. Required Content</b>	<b><i>Provide high quality language instruction</i></b>			
1. Provide supplemental support for English Learners (ELs) by specifically offering an English Learner Summer Intervention Program that will focus on developing academic language, engaging in meaningful conversations, building foundational skills, and improving writing competencies.	Summer ELD Teachers (11), July 2016	Timesheets  instructional materials	hourly pay = \$32,340  materials = \$1,483	Title III LEP  Title III LEP
2. Pilot supplemental ELD curriculum to use during the English Learner Summer Intervention Program, with possible additional license purchase for targeted English Learner support.	Summer ELD Teachers (11), July 2016	ELD Links curriculum	\$5,850	Title III LEP
3. Pilot ELA/ELD curriculum materials in Fall 2016 for possible adoption in Spring 2017.	ELA/ELD Teacher Committee (15)		\$0	N/A
4. Provide ELD instruction using SDAIE strategies and ELD scaffolds with a focus on Integrated and Designated ELD.	EUSD Teachers, 2016-17		\$0	N/A
5. Provide access to Imagine Learning as a supplementary resource for ELD support, in conjunction with core subject and ELD instruction.	EUSD Teachers, 2016-17	ELD software	\$60,000	LCFF
6. Provide supplemental resources, in the form of Take-Home Kits to Long Term English Learners (LTELs) to practice reading and continue developing academic skills at home.	EUSD Coordinator, Principals, Teachers, 2016-17	American Reading Co. Take-Home Kits	\$9,300	Title III LEP

	<p><b><i>Provide high quality professional development</i></b></p> <p>7. Provide high quality professional development, facilitated by Lingual Learning (LL) Trainers, to Summer Teachers at a training on June 30, 2016 to focus on oral language development with follow-up coaching sessions.</p> <p>8. Provide extensive professional development throughout the year to all EUSD teachers on the implementation of the 2012 state-approved ELD standards with specific focus on Integrated and Designated ELD instruction during Professional Learning Communities (PLCs), Grade Level Planning Days (GLPDs), and staff meetings.</p> <p>9. Provide ongoing professional development and review of ELD resources to ELA/ELD Committee Teachers on the California ELA/ELD Framework and Integrated and Designated ELD instruction.</p>	<p>LL Trainers, Summer ELD Teachers (11), June-July 2016</p> <p>EUSD Coordinator, Principals, Teachers, 2016-17</p> <p>ELA/ELD Teacher Committee (15), 2016-17</p>	<p>Timesheets, PD materials</p> <p>Timesheets, Sub costs</p>	<p>\$35/hour x 4 hours = \$140 x 11 teachers = \$1,540</p> <p>\$40,000</p> <p>\$110/day x 4 days = \$6,600</p>	<p>Title III LEP</p> <p>Educator Effectiveness Funds</p> <p>LCFF S &amp; C</p>
--	--	--	--	--	--

<p><b>C.</b> <b>Required for Year 2</b></p>	<p><b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b> <i>Please describe the factors contributing to failure to meet desired accountability measures.</i></p> <ol style="list-style-type: none"> <li>1. Encinitas Union School District (EUSD) did not meet AMAOs 1 and 2 and has conducted an analysis to determine the reasons for this situation. While many of our students are making individual progress, we failed to meet the state’s expectation as a district. Many of our English Learners are also struggling readers and therefore, have difficulty with the Reading and Writing domains on the CELDT. Many of our students who did not attain English proficiency, fall into this category in grades 2-6. Additionally, many immigrant students are still in the early stages of language acquisition and require more practice in the English language to demonstrate progress in AMAO 1. For students in AMAO 2, we identified a subgroup (25%) of Long Term English Learners (LTELs) that also qualify for Special Education and have unique challenges that are not reflected in the CELDT results. EUSD is participating in the SDCOE English Learner Program Evaluation Institute to address this primary concern with neighboring school districts (Del Mar Union, Rancho Santa Fe Elem., and San Dieguito Union). We also discovered that nearly half of our English Learners are in a Dual Language Immersion Program, which provides instruction in Spanish in the early grades. This finding could possibly be a contributing factor to our district failing to meet AMAO 2a (Achievement of English language proficiency in less than 5 years).</li> <li>2. EUSD Teachers are responsible for ELD instruction and targeted language support. ELD instruction does occur at schools with high numbers of English Learners (ELs), but schools with low numbers are inconsistent in meeting the needs of ELs through direct instruction. We’ve determined that classroom teachers need additional coaching and mentoring support around Integrated and Designated ELD to ensure a deeper understanding and application of the ELA/ELD Framework.</li> <li>3. DELAC/ELAC meetings are well attended, but not at all sites. We send out regular notifications through Peach Jar, Parent Link, and school postings for district-wide and school affairs. Spanish translation is available at all district events to ensure communication. We’ve made additions to our LCAP to personalize our parental engagement for all parents, including parents of English Learners.</li> </ol>				
---	---	--	--	--	--

<p><b>D.</b> <b>Required for Year 4</b></p>	<p><b>Goal 2 IPA* for items A-B:</b> <b>Please describe the factors contributing to failure to meet desired accountability measures.</b> N/A</p>				
	<p><b>Please describe all required modifications to curriculum, program, and method of instruction</b> N/A</p>				

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>E. Allowable Activities</b>	<p><b>Describe all allowable activities chosen by LEA relating to:</b></p> <p>Supplementary services as part of the language instruction program for EL students</p> <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>				
	1. Provide supplemental support for English Learners (ELs) by specifically offering an English Learner Summer Intervention Program that will focus on developing academic language, engaging in meaningful conversations, building foundational skills, and improving writing competencies.	Summer ELD Teachers (11), July 2016	Timesheets  instructional materials	\$32,340 (listed in B.1)  \$1,483 (listed in B.1)	Title III LEP  Title III LEP
	2. Pilot supplemental ELD curriculum to use during the English Learner Summer Intervention Program, with possible additional license purchase for targeted English Learner support.	Summer ELD Teachers (11), July 2016	ELD Links curriculum	\$5,850 (listed in B.2)	Title III LEP
	3. Provide high-quality professional development facilitated by Lingual Learning (LL) Trainers to Summer ELD Teachers on best practices for English Language Development instruction using Lingual Learning's ELD Links curriculum.	LL Trainers, Summer ELD Teachers (11), June-July, 2016	Timesheets, PD materials	\$1,540 (listed in B.7)	Title III LEP
	4. Purchase Take-Home Kits from American Reading Co. as supplemental materials for Long Term English Learners to develop strong reading skills (30 kits/grade for 3-6 <sup>th</sup> = 120 total kits).	Coordinator, Principals, Teachers, 2016-17	American Reading Co. Take-Home Kits	\$9,300 (listed in B.6)	Title III LEP
<b>F. EL Overall Budget</b>		EL 2% for Administrative/Indirect Costs:		\$1,010	
		EL Estimated Costs Total:		\$50,513	

### 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><b>Describe all allowable activities chosen by LEA relating to:</b> Enhanced instructional opportunities to immigrant students and their families *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>Provide immigrant students with an Immigrant iPad and Literacy Program experience to extend their learning throughout the summer and intersession (fall/winter) breaks. This program includes access to a district-issued iPad with district-approved curriculum apps (TenMarks, MyOn, STMath, etc.), additional language-based apps (Duolingo, Imagine Learning, etc.) and Wi-Fi hotspot connectivity. In addition, a trained ELD teacher will provide one-to-one language support and reading intervention to each participating immigrant student, twice a week during the summer break to build oral language skills and develop reading foundation skills.</p>	<p>EUSD ELD Teacher, July 5-Aug 19, 2016 (7 weeks),</p> <p>Summer, Fall Winter breaks, 2016-17</p>	<p>Timesheets (student support and prep time)</p> <p>instructional materials</p> <p>Wi-Fi (hotspot) connectivity for 11 iPads</p>	<p>\$25/hr. x 25 hrs. = \$625 x 7 wks. = \$4,375</p> <p>materials = \$339</p> <p>\$38/month x 11 iPads = \$418 x 9 mos. = \$3,762</p>	<p>Title III, Immigrant</p> <p>Title III immigrant</p> <p>Title III immigrant</p>
	<b>H. Immigrant Overall Budget</b>		Immigrant Administrative/Indirect Costs:		\$170
		Immigrant Estimated Costs Total:		\$8,476	