

## 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:** 72249

**LEA Name:** Tulare Joint Union HSD    **Title III Improvement Status:** Year: 4+

**Fiscal Year:** 2016 - 2017

**EL Amount Eligibility:** \$71,732    **Immigrant Amount Eligibility:** 0

### 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><b>Implement programs and activities in accordance with Title III:</b></p> <p>The district’s EL coordinator will support all ELD teachers and provide support to other core content teachers. Tulare Joint Union High School District utilizes the online credit recovery program, PLATO, to all EL students not on track to graduate.</p> <p>a) Tulare Joint Union High School District currently provides the following basic instructional services to students identified as English Learners:</p> <ul style="list-style-type: none"> <li>• <b>Structured English Immersion Placement:</b> English Learners with less than reasonable fluency on the CELDT (beginning, early intermediate, intermediate) are placed in an English Language Development program. The ELD program provides a language acquisition process for students in which the classroom instruction is in English. Explicit ELD Standards based instruction is provided 30-60 minutes per day. Instruction is provided by teachers with the appropriate state authorization (i.e. CLAD, BCLAD). English Learners are placed in academic content classes where the subject matter content is taught using Specially Designed Academic Instruction in English (SDAIE).</li> </ul>
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Statement of Non-Discrimination (Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972 section 504 of the Rehabilitation Act of 1973): Tulare Joint Union High School District (TJUHSD) does not discriminate against any person on the basis of gender, race, color, religion, national origin, ethnic group, actual or perceived sexual orientation, marital or parental status, physical or mental disability. TJUHSD will take steps to assure that the lack of English will not be a barrier to admission and participation in District programs.

- **English Language Mainstream Placement:** English Learners with reasonable fluency on the CELDT (Early Advanced or Advanced) are placed in an English mainstream course. The English Language Mainstream courses are intended to develop English literacy and academic skills at grade level. The program uses district-adopted materials in English and all subjects are taught in English. The district provides services to English Learners to ensure that they are acquiring English language proficiency and meeting academic content standards. Subject matter content is taught using Specially Designed Academic Instruction in English (SDAIE).
- b) Tulare Joint Union High School District will use Title III funds to provide the following supplemental services:
    - Tutorials (before and after school hours)
    - Purchase supplementary materials
    - Intervention programs during the school day
  - c) Tulare Joint Union High School District will provide on-going professional development for teachers and administrators. All training will be based on the CA Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and CA English Language Development Standards for accelerating language acquisition and academic achievement.
  - d) Fully implement the use of materials and strategies across Math, ELA, Science, and Social Science designed to support English Learners.

**Use the subgrant funds to meet all accountability measures:**

- a) Implement an ongoing EL monitoring system that gives teachers and administrators easy access to relevant EL student information (i.e. CELDT level, CAASPP).
- b) The district has set annual goals for EL students in the areas of ELD, ELA, and Math. The California English Language Development Test (CELDT) is used to measure ELD growth. District assessments, CAASPP Interim Assessments, and CAASPP Summative Assessments are used to measure ELA and Math growth. When English Learners are **identified** as not making adequate progress, the district will use Title III funds to:
  - Purchase supplementary materials to increase EL student access to the core curriculum areas and English Language Development.
  - Provide on-going professional development and coaching to teachers in high-quality, standards based instruction in ELD, English-Language Arts, and Math for English Learners.
  - Provide release time for teachers to collaborate around curriculum development, instructional strategies and data analysis

related to English Learners.

**Hold the school sites accountable:**

- a) Tulare Joint Union High School District is committed to monitoring the academic achievement of English Learners in all subject areas. The Principal, EL site coordinator, district EL coordinator, and ELD Chairs monitor EL student placement in classes, ensure appropriate teacher authorizations (Principal), visit classrooms to monitor ELD and SDAIE lesson/strategy implementation, and schedule and attend ELAC meetings to ensure the implementation of district plans to meet the language and academic needs of ELs. If a school has not met yearly progress targets, a session is held and necessary programmatic changes are implemented. Title III funds will be used to provide on-going professional development for administrators and teaching staff in:
- Observations for ELD and SDAIE instruction
  - Understanding state and federal mandates for English Learners
  - Effective scientifically research-based instructional strategies for ELs
  - Professional Learning Communities training
  - Data analysis of EL academic progress

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

- a) Tulare Joint Union High School District will promote active involvement of EL parents and the community. All schools involve EL parents in the development of site plans and have an appropriately constituted English Learner Advisory Council (ELAC). Each school has a representative on the District English Learner Advisory Council (DELAC). Leadership and parent involvement enrichment workshops will be offered. Title III funds will:
- Provide written and oral translations for parent outreach
  - Provide training for parents to develop skills and strategies to assist their children
  - Purchase materials to be used in parent involvement activities

<b>How the LEA will:</b>		<b>Persons Involved/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source (EL, Immigrant, or other)</b>
<b>B. Required Content</b>	<b>Provide high quality language instruction:</b>				
	a) Continue to use the EDGE curriculum for each ELD level.	a) Assist. Superintendent / Aug. 2016 – June 2017 (Daily)	a) Printed Materials	a) \$2,500	a) Instructional Materials Funds
	b) Continue to use Academic Vocabulary Toolkit	b) Assist. Superintendent / Aug. 2016 – June 2017 (Daily)	b) Printed Materials	b) \$1,500	b) Instructional Materials Funds
	c) Formative assessments and pacing guides will be used to monitor student achievement.	c) Principal, Site EL Coordinator, District ELD Coordinator / Aug. 2016 – June 2017 (Bi-Monthly)	c) Time to plan and analyze formative assessment data	c) \$1,500	c) Professional Dev. Funds
	d) English Learners not making annual progress towards achieving proficiency on the CELDT will receive academic tutoring.	d) Principal, Site EL Coordinator, District ELD Coordinator / Aug. 2016 – June	d) Teacher Pay	d) \$25,998	d) Title III

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	e) Monitor English Learner progress every six weeks using progress reports, benchmark data, and teacher contact.	2017 (Daily) e) Principal, Site EL Coordinator, District ELD Coordinator / Aug. 2016 – June 2017 (Every 6 Weeks)	e) N/A	e) N/A	e) N/A
	f) Reclassified Fluent English Proficient (RFEP) students will be monitored to ensure they are succeeding in mainstream courses.	f) Principal, Site EL Coordinator, District ELD Coordinator / Aug. 2016 – June 2017 (Every Six Weeks)	f) N/A	f) N/A	f) N/A
	g) Provide ELD instruction using the CA CCSS and the CA ELD Standards.	g) All Teachers / Aug. 2016 – June 2017 (Daily)	g) N/A	g) N/A	g) N/A
	h) Provide daily, integrated ELD instruction to English Learners.	h) Core Subject Teachers / Aug. 2016 – June 2017 (Daily)	h) N/A	h) N/A	h) N/A
	i) Monitor use of the ELD curriculum and instructional time with frequent classroom visits.	i) Principal, EL Site Coordinator / Aug. 2016 –	i) N/A	i) N/A	i) N/A

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	<p>j) Provide each teacher of English Learners with a variety of data to inform instruction.</p> <p>k) TJUHSD will provide release time for ELD teachers to collaborate around curriculum development, instructional strategies and data analysis related to English Learners.</p>	<p>June 2017 (Weekly)</p> <p>j) Principal, Site EL Coordinator, District ELD Coordinator / Aug. 2016 – June 2017 (Once every six weeks)</p> <p>k) Assist. Superintendent / Twice per semester</p>	<p>j) N/A</p> <p>k) Sub Coverage</p>	<p>j) N/A</p> <p>k) \$6,480</p>	<p>j) N/A</p> <p>k) Title III</p>
	<p><b>Provide high quality professional development:</b></p> <p>l) TJUHSD will provide professional development to teachers, principals, administrators, and other personnel on how to improve instruction and assessments for English Learners.</p> <p>m) TJUHSD will provide professional development to ELD teachers on AVID strategies.</p>	<p>l) District ELD Coordinator / Aug. 2016 – June 2017</p> <p>m) District AVID Director / Once per semester</p>	<p>l) Sub Coverage / Conferences and Travel Expenses</p> <p>m) Sub Coverage / Printed Materials</p>	<p>l) \$2,250 / \$6,000</p> <p>m) \$2,00/\$500</p>	<p>l) Title III</p> <p>m) PD funds &amp; Instr. Materials Funds</p>

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	<p>n) TJUHSD will provide professional development and release time to Social Studies, Math, and Science teachers around using instructional strategies to help develop the oral language of English Learners and better provide them with access to academic content.</p> <p>o) TJUHSD will provide release time for ELD, Math, Science, and Social Studies teachers to collaborate around data analysis (grades, attendance, etc.), best practices and goal setting related to English Learners.</p>	<p>n) District ELD Coordinator / Three times per semester</p> <p>o) District ELD Coordinator / Bi-monthly (5 times per year)</p>	<p>n) Sub Coverage</p> <p>o) Sub Coverage</p>	<p>n) \$21,364</p> <p>o) \$8,640</p>	<p>n) Title III</p> <p>o) Title III</p>
<b>C. Required for Year 2</b>	<p><b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b></p> <p>N/A</p> <p><b>Please describe the factors contributing to failure to meet desired accountability measures.</b></p> <p>N/A</p>				
<b>D. Required for</b>	<p><b>Goal 2 IPA* for items A-B:</b></p> <p><b>Please describe the factors contributing to failure to meet desired accountability measures.</b></p> <p><b>Factor #1:</b> Limited and inconsistent implementation of integrated ELD in core curricular courses.</p> <p><b>Factor #2:</b> Limited and inconsistent use of instructional strategies that promote oral language development and access to content in</p>				

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college preparatory classes, especially for our Long-Term English Learners.

**Factor #3:** Limited EDGE curriculum that lacks relevance and connectedness to students and does not effectively measure language development.

**Factor #4:** Parent outreach and communication consists of printed or recorded communication. It is essential to make consistent personal phone calls to attract parents to our different events so that they can become a bigger part of the school community and more involved in and informed about their child’s education.

**Please describe all required modifications to curriculum, program, and method of instruction.**

a) TJUHSD will be piloting the Read 180 curriculum at each comprehensive school site in order to test it’s effectiveness in developing the language needs of our English Learners so that we can make a decision on full implementation for the 17-18 school year.

a) Associate Superintendent, District ELD Coordinator, EL Site Coordinator, ELD teachers / Daily

a) Printed and Digital Materials

a) \$42,000

a) LCFF

b) TJUHSD will provide professional development and release time to Social Studies, Math, and Science teachers around using instructional strategies to help develop the oral language of English Learners and better provide them with access to academic content.

b) District ELD Coordinator / three times per semester

b) Sub Coverage

b) \$21, 364

b) Title III

c) TJUHSD will provide release time for ELD, Math, Science, and Social Studies teachers to collaborate around data analysis (grades, attendance, etc.), best practices, and goal setting related to English Learners.

c) District ELD Coordinator / Bi-monthly (5 times per year)

c) Sub Coverage

c) \$8, 640

c) Title III

d) JUHSD will provide enrichment workshops for parents

d) District ELD

d) Parent Outreach,

d) \$1,000

d) Title III



	of English Learners, including family literacy.	Coordinator / Once per semester	Printed Materials		
	e) Monitor use of Read 180 curriculum, ELD standards implementation in core-curricular classes and instructional time with frequent classroom visits.	e) Principal, EL Site Coordinator / Aug. 2016 – June 2017 (Weekly)	e) N/A	e) N/A	e) N/A

\*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><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>*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>				
	a) English Learners not making annual progress towards achieving proficiency on the CELDT will receive <b>academic tutoring.</b>	a) Principal, Site EL Coordinator, District ELD Coordinator / Aug. 2016 – June 2017 (Daily)	a) Teacher Pay Rate per CTA Bargaining Agreement	a) \$25,998	a) Title III
	b) TJUHSD will provide release time for ELD teachers to collaborate around curriculum development, instructional strategies and data analysis related to English Learners.	b) Assist. Superintendent / Twice per semester	b) Sub Coverage	b) \$6,480	b) Title III
	c) TJUHSD will provide professional development to teachers, principals, administrators, and other personnel on how to improve instruction and assessments for English Learners.	c) District ELD Coordinator / Aug. 2016 – June 2017	c) Sub Coverage / Conferences and Travel Expenses	c) \$2,250 / \$6,000	c) Title III
	d) TJUHSD will provide professional development and release time to Social Studies, Math, and Science teachers around using instructional strategies to help develop the oral language of English Learners and better provide them with access to academic content.	d) District ELD Coordinator / three times per semester	d) Sub Coverage	d) \$21,364	d) Title III
e) TJUHSD will provide release time for ELD, Math, Science, and					

	Social Studies teachers to collaborate around data analysis (grades, attendance, etc.), best practices, and goal setting related to English Learners.	e) District ELD Coordinator / Bi-Monthly (5 times per year)	e) Sub Coverage	e) \$8,640	e) Title III
	f) TJUHSD will provide enrichment workshops for parents of English Learners, including family literacy.	f) District ELD Coordinator / Once per semester	f) Parent Outreach, Printed Materials	f) \$1,000	f) Title III
<b>F. EL Overall Budget</b>		EL 2% for Administrative/Indirect Costs:		0	
		EL Estimated Costs Total:		\$71,732	

**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</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>	0	0	0	0
<b>H. Immigrant Overall Budget</b>		Immigrant Administrative/Indirect Costs:		0	
		Immigrant Estimated Costs Total:		0	