

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: 19 75713 0000000 LEA Name: Alhambra Unified School District Title III Improvement Status: Year 2

Fiscal Year: 2016-17 EL Amount Eligibility: 372,640 Immigrant Amount Eligibility: 97,409

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</p> <p>In its efforts to improve the education of Limited English Proficient Children, the Alhambra Unified School District (AUSD) will implement programs and activities in accordance with Title III, Part A, Section 3115. The outcomes of programs and activities to be implemented by AUSD during the 2016-17 school year as well as summer school in June, 2017 shall include:</p> <ul style="list-style-type: none"> - Increase the proficiency of limited English proficient children - Provide high quality professional development <p><u>Increase the proficiency of limited English proficient children</u></p> <p>In order to increase the instructional focus of our teachers and provide relevant and research based strategies for English Learners, AUSD has formed an English Learners Committee consisting of teachers from each of our 17 campuses. Its purpose is to discuss and plan supplemental aspects of the District program for English Learners including the development of supplemental periodic assessments, and the planning of teacher training for strategies specific to English Learners. The supplemental assessments will be aligned to the 2012 California State Standards for English Language Development. Teachers and school leadership will use the results of such assessments to specifically target student needs in English Language Development. It will also allow teachers and administrators to have continuous interaction with the Ca ELD standards. The results of assessments will also help school leadership teams as well as the District English Learner Committee be able to better plan strategic professional development for targeted EL instructional strategies. High school teachers of Structured English Immersion Classes as well as other core ELA classes with high English Learner enrollment will have targeted release time to develop supplemental curriculum and programs that will increase English Learner proficiency and open earlier access to a-g approved courses thereby increasing graduation rates as well as a-g completion rate.</p>
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Additionally, high school English Learners in their first two years of ELA/ELD instruction will be provided an hour of supplemental instruction for English Language Arts designed to help them gain access to the English Language Arts instruction they are receiving as part of their core program.

In addition to the supplemental hour of instruction at the secondary level, AUSD will develop and/or implement additional instructional programs that supplement the core academic program for English Learners. At Grade 6-8, Long-term English Learners will receive additional instruction through English 3D. Long-term English Learners at the high school level will participate in additional afterschool support which will focus on areas of demonstrated need based on CELDT results and teacher observation. These workshops will utilize iLit and include the purchase of one Chrome book cart for each of AUSD's three comprehensive high schools. Developing ELA proficiency shall be the focus of supplemental afterschool support for English Learners who are at risk of becoming LTELs. In addition, AUSD will pilot an after-school supplemental program for newcomers at each of the District's three comprehensive high schools as well as four of our TK-8 sites with high English Learner populations. The newcomers program will be designed to accelerate students' English language development so that they may have greater access to the grade level core content standards they are provided during regular school hours. The Newcomer programs described will utilize Imagine Learning. Implementation of an English Learners Readers Program at each of AUSDs 13 TK-8 grade schools. In order to support students meeting grade level standards in the area of Mathematics at the secondary level, AUSD shall offer student workshops that include a focus on the content language of Mathematics. This opportunity will be offered in addition to Title I funded tutoring opportunities for Mathematics standards. Additionally each site will be allocated extra duty hours to provide academic support and intervention for struggling English Learners in grades TK-8. Hours will be allocated based on the number of ELs at each site and will take place outside of the school day.

In order to assist English Learner Immigrant students develop English proficiency, summer school will be offered to immigrant students in grades K-12. Additionally, summer school shall be offered to non-Immigrant students in grades 9-12 using Title III LEP funds.

The final activity AUSD will provide will be for English Learners in grades 7-12 who have not demonstrated consistent growth in their English development. Activities for this will include afterschool meeting times with school counselors and other school staff designed to identify and target individual student needs for the purpose of creating an academic catch-up plan and provide supplemental support for the development of a school plan.

Provide high quality professional development

A District Instructional specialist will be provided to support instruction in the classroom, develop and present high quality professional development, and to support the teacher application of professional development in the classroom. The IS will also monitor, oversee, and/or provide direct service to students and programs/activities described on pages 1 and 2 of this document. Professional development activities shall include training and collaboration support for English 3D, Imagine Learning, iLit, and high

school SEI/S# ELA professional learning communities. The PLCs work will include the ongoing development and augmentation of a more rigorous course of study for high school English Learners. Teachers of Mathematics will receive additional training and support for the utilization of SDAIE methodologies. The EL Shadowing protocol will continue to be used at the high school level as well as developed for grades 6-8.

Use the subgrant funds to meet all accountability measures

Although AUSD has exceeded AMAO Goal #1 by 10.5 percent, AUSD will continue to expect students to advance in proficiency levels on CELDT. The percentage of ELs who gain one proficiency level will increase annually from 71% to 74% by June 2016 and from 74% to 77% by June 2017. The following actions steps will specifically address English Learner growth:

- Development and implementation of the progress monitoring tool and supplemental assessments that specifically reflect the development of English Learners proficiency in accordance with the 2012 California English Language Development Standards.
- High School SEI/S# Professional Learning Communities
- Supplemental hour of English Language Arts Instruction
- After-school supplemental program for newcomers at each of the District's three comprehensive schools as well as four of AUSD's TK-8 sites with high English Learner populations using Imagine Learning.
- Professional development for the implementation of Imagine Learning.
- Purchase of Chrome book carts for each comprehensive high school.
- TK-8 English Learner Academic Support and Intervention Program
- Use of District Instructional specialist to oversee the development and implementation of the above listed programs and activities.

Although AUSD has exceeded the AMAO 2 targets by 9.6% for English Learners in an English program less than five years and by 18.8% for English Learners in an English program five years or more, AUSD will continue to expect growth from ELs as measured by CELDT. For ELs who have been in the US for 5 years or less, the percentage of CELDT proficient students will increase from 33.8% to 40% by June 2017. For ELs who have been in the US for more than 5 years, the percentage of CELDT proficient students will increase from 69.6% to 76% by June 2017. The following actions steps will specifically address English Learner attainment of proficiency:

- English 3D for Long-term English learners in grades 6-8. English 3D is a program designed for Long-Term English Learners. Many of its components address CCSS ELA standards, emphasizing argumentative writing, non-fiction text, tiered academic vocabulary, citing multiple resources and close reading of text.
- High school after-school workshops for LTELs utilizing iLit curriculum and technology, including the purchase of Chrome book carts for each of AUSD's three comprehensive high schools.
- District summer school: For students qualifying for Title III Immigrant funding, summer school shall be provided for grades 4-

12. Grade Tk-3 is being provided by alternative funding for all English Learners. English learners who are performing below Early Advanced and who do not qualify for Title III Immigrant funding will be provided summer school through LEP funding.
- Professional development and calibration/collaboration time for English 3D teachers.
 - Professional development for implementation of iLit.
 - Professional development in EL Shadowing protocol in grades 6-12.
 - Use of District Instructional specialist to oversee the development and implementation of the above listed programs and activities.

AMAO 3 ELA: In 2015 AUSD tested 99 percent of its English Learners. The proficiency rate was 46.2%. In 2015 the percentage of AUSD students who performed at or above standard on the CAASPP was 29%. By June 2017, the percentage of grade 3-8 and 11 EL students who perform at or above standard will increase to 40%. The following actions steps will specifically address improving the percentage of English Learners performing at or above grade level on the CAASPP for English Language Arts:

- Afterschool intervention program for English Learners not meeting grade level standards
- Use of District Instructional specialist to provide long-term teacher professional development in ELA/ELD standards, units of study development using integrated and designated strategies, and overseeing PD model based on theory then application/observation/feedback by teachers in the classroom.

AMAO 3: Mathematics: In 2015 AUSD tested 99 percent of its English Learners. The proficiency rate was 46.6%. In 2015 the percentage of AUSD students who performed at or above standard on the CAASPP was 35%. By June 2017, the percentage of English learners attaining proficiency in Mathematics will increase from 35% to 50%, as measured by the CAASPP, in order to move toward state-defined expectations for proficiency in Mathematics. The following actions steps will specifically address improving the percentage of English Learners performing at or above grade level on the CAASPP for Mathematics:

- Afterschool intervention program for English Learners not meeting grade level standards that focuses on acquisition of the language for Common Core Mathematics.
- SDAIE Math training

AMAO 3: Adequate Yearly Progress Indicator - Graduation Rate: The AUSD 2016 graduation rate for English Learners (Based on 2014-15 graduating class) was 87.4% which exceeded the State goal of 82.4%. For 2017, the graduation for English learners will increase to 92%. In 2016-17 AUSD will offer the following actions steps to specifically increase the graduation rate:

- Targeted high school counseling and implementation of English Learner catch-up plan designed to move students forward in language acquisition and graduation credit attainment.

Hold the school sites accountable:

For the actions and services provided for AMAO Goal #1, the District will hold sites accountable by the following means:

- Progress Monitoring Tool: At the end of each trimester, TK-8 principals will monitor teachers' use of the AUSD Progress Profile to guide instruction and to document skills/concepts mastered by ELs. At the end of the year, high school site administration will be responsible for the monitoring of teachers' use of the AUSD Progress Profile to document the number of skills/concepts mastered by ELs in SEI and mainstream English courses.
- High School SEI/S# ELA Professional Learning Communities: SEI teachers will develop lesson/unit plans and agree on a course of action based on collaboration. Teachers will develop and refine ELA courses to ensure full access to the ELA/ELD California State Standards, and analyze student work during collaboration days at the site and two days of release time at the District Office. Meeting agendas and materials will be shared with site administrators. Site Instructional Specialists for English Learners will oversee and support the implementation of new curriculum and provide feedback for instructional methods used in classroom.
- Supplemental hour of English Language Arts Instruction: Every 9-12 EL student enrolled in SEI will receive 100 minutes of daily ELA/ELD instruction aligned to California ELD standards. The first hour of SEI will be core instruction and the second hour will be supplemental. Every mainstreamed 9-12 EL will receive daily differentiated ELA instruction aligned to California ELD standards. Site administration and instructional specialists will be responsible for overseeing the supplemental hour of instruction will be solely supplemental to support attainment of English Language Arts standards.
- Newcomers program: District and site administrators as well as site instructional specialists will be present at professional development for Imagine Learning. Site administration will be responsible for providing lists and attendance sheets for students and monitoring student progress.
- Purchase of Chrome book carts for each comprehensive high school – Site administration will be responsible for ensuring Chrome books are being used exclusively by English learners.
- English Learners Readers Program to be held weekly for 20 weeks at each of AUSDs 13 TK-8 schools. Sites will be required to provide attendance sheets and demonstrate student participation in the program.
- TK-8 English Learner Academic Support and Intervention Program designed to provide language support and connect ELs to intervention services. Sites will be required to provide attendance sheets and demonstrate student participation in the program.
- District Instructional Specialists: The Director of ELD will hold weekly meetings to develop and plan professional development, monitor progress of the Title III Plan, and plan support for teachers and staff.

For the actions and services provided for AMAO Goal #2, the District will hold sites accountable by the following means:

- English 3D for Long-term English learners in grades 6-8: Site administration will ensure LTELs will be placed in the English 3D period as a supplemental support. Attendance of students and progress made will be monitored.
- High school after-school workshops for LTELs utilizing iLit curriculum and technology: District and site administrators as well as site instructional specialists will be present at professional development for iLit Learning. Site administration will be responsible for providing lists and attendance sheets for students and monitoring student progression.
- Summer School: The District ELD director shall be responsible to ensure qualifying students grade 4-8 are enrolled. High

school site administrations shall be responsible for the enrollment of high school students and the monitoring of attendance and achievement. A summer program school counselor will be employed part-time to oversee the attendance of students in the program and conduct parent outreach as needed.

- Professional development in EL Shadowing protocol in grades 6-12: District administration and/or ELD Instructional Specialists will lead training and facilitate walk-throughs. Site administration will be responsible to provide notes of follow-up discussions, action plan steps, and further professional development activities.
- District Instructional Specialists: The Director of ELD will hold weekly meetings to monitor progress and provide support.

For the actions and services provided for AMAO Goal #3, English Language Arts, the District will hold sites accountable by the following means:

- Afterschool intervention program for English Learners not meeting grade level standards: Site administration will monitor implementation. Evidence of student attendance and site walk-through notes shall be provided to the District.
- District Instructional Specialists: Copies of meeting agendas, materials, and outcome will be shared. Site administration will employ various modes of monitoring implementation: site walk-throughs, checklists with common core strategies, staff meeting discussions, and Google surveys to ensure implementation of professional development activities.

For the actions and services provided for AMAO Goal #1, the District will hold sites accountable by the following means:

- Afterschool intervention program for English Learners not meeting grade level standards that focuses on acquisition of the language for Common Core Mathematics.
- SDAIE Math training Teachers will meet, study CCSS Math standards, and take notes. Teachers will develop lessons with rigor and attention to ELD standards for integration. Teachers will review student work samples and create rubrics for analyzing response. Teachers will explore website resources and create lessons. These lessons will be implemented by teachers with their students. Implementing lessons will produce work samples that will be analyzed at other professional development sessions.

For the actions and services provided for increasing AUSDs graduation rate of English Learners, the District will hold sites accountable by the following means:

- Targeted high school counseling and implementation of English Learner catch-up plan: Site administration shall be responsible for providing lists of students being served, be responsible for sharing ELD catch plan steps with the students' teachers, and monitoring implementation of the plan.

Promote parental and community participation in programs for ELs:

Parental development shall also take place through our EL Parent Academy series designed to have parents become active participants in the education of their children. Parents will also develop an understanding of and have greater access to District supports and services for their children. The academy series is designed with the input and feedback of the District DELAC committee. The District will also bring parents to the CAFE conference in March. Parents will also be informed of Title III services and programs through both mandated and informational communication.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)	
B. Required Content	Provide high quality language instruction	<p>English Learners Committee made up of teachers from all District schools to discuss and plan supplemental aspects of the District program for English Learners including the development of supplemental periodic assessments, and the planning of teacher training for strategies specific to English Learners.</p>	<p>ELD Director, District ELD IS, ELD Committee.</p> <p>Completion of Development: 2016-17 school year</p> <p>Training during site collaboration time: Trimester 2, 16-17 school year.</p> <p>Implementation: Trimester II and III of 16-17 school year and ongoing implementation during the 17-18 school year</p>	<p>Cost for substitutes for committee members.</p>	\$11,200	EL
	Supplemental Hour of ELA instruction	<p>High School SEI</p> <p>½ and ¾ teachers.</p>	<p>Cost for teacher</p>	\$215,000	EL	

	English 3D for Grade 6-8 Long-term English Learners	Ongoing 2016-17 school year	Grade 6-8 ELA Teachers	Teacher release time.	\$3,360	EL
	Long-term English Learners Program	Ongoing 2016-17 school year	ELA Teachers	Materials	\$41,665	EL
		iLit Training September, 2016		Teacher release time	\$420	EL
				iLit materials, technology, and training	\$61,200	EL
	Newcomers Program	Program: September – June 2016-17 School Year		Teacher extra-duty	\$31,992	LCAP
		Tk-8 and HS teachers				
		Training for Imagine Learning: Septemebr, 2016		Teacher release time	\$980	Immigrant
	English Learners Readers Program	Program: September – June 2016-17 School Year		Materials and Training	\$52,946	Immigrant
				Teacher Extra-Duty	13,400	EL

	TK-8 English Learner Academic Support and Intervention Program	October 2016	Teacher Extra-Duty	\$35,256	EL
	Math Support:	Math Teachers September, 2016	Teacher Extra-Duty	\$6,600	EL
	Summer School Immigrant:	Tk-12 Teachers	Teacher Extra-Duty	\$58,500	Immigrant
		June 2017	Materials	\$2,000	Immigrant
	Summer School EL:	HS ELA Teachers	Teacher Summer Employment	\$33,250	EL
		June 2017	Materials	\$2,000	EL
	EL Intervention/Support (Catch-up Plan)	School Counselors, Teachers September,2016	Certificated Staff Extra- Duty	\$15,000	EL
	Provide high quality professional development				
	District Instructional Specialist English Language Development	District IS ELD 2016-17	50% Salary	\$47,500	EL
	SEI/SDAIE PLC Release time for planning supplemental instruction	ELD Director, ELD District and HS ISs, high school teachers. Semester 1 and 2 of 2016-17 school year.	Cost for substitutes	\$3,360	EL
	Mathematics Professional Development.	District Math Teachers,	Cost for substitutes	\$3,360	EL

	EL Shadowing	District Math IS 2016-17 SchoolYear Director ELD, District and site ELD ISs, Teachers Grade 6-12	2016-17 SchoolYear	Cost for substitues	\$6,720 EL
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. From 2011 – 2015, AUSD has met all performance targets for AMAO 1 and AMAO 2. However, for the years 2011-12, 2012-13, and 2013-14, AUSD failed to meet the required targets for AMAO 3 in both ELA and Mathematics. Over the three-year period, students in each significant subgroup (Asian, Hispanic, Socioeconomically Disadvantaged, and English Learner) have failed to consistently meet the performance targets and/or reach the Safe Harbor requirements.</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>				
	Please describe all required modifications to curriculum, program, and method of instruction.	Area of Implementation	Evidence Review	Finding: Strengths and Weaknesses	Next Steps

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>Identifying and improving assessments:</p> <p>1. English Learners Committee made up of teachers from all District schools to discuss and plan supplemental aspects of the District program for English Learners including the development of supplemental periodic assessments, and the planning of teacher training for strategies specific to English Learners.</p>	<p>ELD Director, District ELD IS, ELD Committee.</p> <p>Professional Development: On-going</p> <p>Periodic Assessments</p> <ul style="list-style-type: none"> - Development: 16-17 school year - Implementation 2017-18 	<p>Cost for substitutes for committee members.</p>	<p>\$11,200</p>	<p>EL</p>
	<p>Supplemental English Language Development instruction:</p> <p>1. Supplemental hour of ELA instruction to focus on building of foundational skills in order for students to have access to the core curriculum.</p>	<p>High School SEI ½ and ¾ teachers.</p> <p>Ongoing 2016-17 school year</p>	<p>Cost for teacher</p>	<p>\$215,000</p>	<p>EL</p>
	<p>2. English 3D to supplement the English instruction of LTELs in grades 6-8</p>	<p>Grade 6-8 ELA Teachers</p>	<p>Teacher release time for training.</p>	<p>\$3,360</p>	<p>EL</p>
		<p>Ongoing 2016-17 school year</p>	<p>Materials</p>	<p>\$41,665</p>	<p>EL</p>
	<p>3. High School Newcomers Program (also acquiring of or developing educational technology) for after school</p>	<p>High school ELA Teachers</p> <p>iLit Training September,</p>	<p>Teacher release time</p>	<p>\$420</p>	<p>EL</p>

	program	2016 Program: September – June 2016-17 School Year	iLit materials including purchase of three Chrome book carts, technology, and training	\$61,200	EL
		HS ELA Teachers	Teacher extra-duty	\$31,992	LCAP
	4. Summer School EL program that is above and beyond other services.	June 2017	Teacher extra-duty	\$33,250	EL
			Materials	\$2,000	EL
	5. English Learners Readers Program – after school program for reading that is beyond the core	October 2017 TK-8 Certificated Staff	Teacher extra-duty	\$13,400	EL
	6. Providing tutorials for academic support:				
	Math Support:	Math Teachers September, 2016	Teacher extra-duty	\$6,600	EL
	TK-8 English Learner Academic Support and Intervention Program	School Counselors, Teachers	Teacher extra-duty	\$35,256	EL
	Other activities that are consistent with the purpose of the program: EL Intervention/Support (Catch-up Plan)	September, 2016 October 2016	Counselor, Teacher Salary	\$15,000	EL
	Enhanced instruction in core academic areas; upgrading program objectives and instructional strategies; high quality professional development for teachers and other staff; intensifying instruction.				

	<p>District Instructional Specialist English Language Development to provide supplemental PD for teachers of ELs. Strategies to be used for language acquisition</p> <p>Identifying and improving supplemental curricula, materials, and assessments:</p> <p>SEI/SDAIE PLC Release time for planning instruction developing the SEI program beyond the core</p> <p>Mathematics Professional Development.</p> <p>High quality professional development for teachers and other staff; intensifying instruction.</p> <p>EL Shadowing</p>	<p>District IS ELD 2016-17</p> <p>ELD Director, ELD District and HS ISs, high school teachers.</p> <p>Semester 1 and 2 of 2016-17 school year.</p> <p>District Math Teachers, District Math IS</p> <p>2016-17 School Year</p> <p>Director ELD, District and site ELD ISs, Teachers Grade 6-12</p> <p>2016-17 School Year</p>	<p>50% Salary</p> <p>Cost for substitutes</p> <p>Cost for substitutes</p> <p>Cost for substitutes</p>	<p>\$47,500</p> <p>\$3,360</p> <p>\$3,360</p> <p>\$6,720</p>	<p>EL</p> <p>EL</p> <p>EL</p> <p>EL</p>
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	<p>Providing community participation programs, including parent outreach:</p> <p>1. An English Learner Parent Academy series for AUSD. The sessions focus on topics important for parents to have in order to understand the school system, learn about and access support services, and develop an understanding of post-secondary education for the children.</p> <p>2. District participation in the annual CAFE conference being held in Anaheim.</p>	<p>September 2016-April, 2017</p> <p>March 2017</p>	<p>Compensation for presenters</p> <p>Registration Fees</p> <p>Transportation</p>	<p>\$1,000</p> <p>\$12,500</p> <p>\$1,500</p>	<p>EL</p> <p>EL</p> <p>EL</p>
<p>F. EL Overall Budget</p>			<p>EL Estimated Costs Total: \$536,283</p> <p>*The estimated amount exceeds the allocated amount of \$372,640 and will be paid for by carryover funding from the 2015-16 school year.</p>		

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> <p>Newcomers Program</p> <p>Support for personnel to provide services for youth.</p> <p>Identification and acquisition of curricular materials, educational software, and technology to be used in program carried out with funds.</p> <p>Summer School Immigrant: Provision of summer curriculum to provided non-school year support for the language acquisition needs of immigrant students.</p>	Tk-8 and HS teachers	Teacher release time	\$980	Immigrant
		Training for Imagine Learning: September, 2016	Materials and Training	\$52,946	Immigrant
		Program: September – June 2016-17 School Year	Teacher Summer Employment	\$58,500	Immigrant
		Tk-12 Teachers June 2017	Materials	\$2,000	Immigrant
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$7,752	
		Immigrant Estimated Costs Total:		\$122,178*	*The estimated amount exceeds the allocated amount of \$97,409 and will be paid for by carryover funding from the 2015-16 school year.

