

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: 3073643 LEA Name: Tustin Unified School District Title III Improvement Status: Year 4

Fiscal Year: 2016-17 EL Amount Eligibility: \$460,501 Immigrant Amount Eligibility: \$49,997

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>Supplemental instructional support in English language development, supported by High Quality Professional Development, Professional Learning Communities, and Multi-Tiered Systems of Support. Use of SDAIE instructional strategies to increase student participation and student understanding of academic content.</p>
	<p>Use the subgrant funds to meet all accountability measures</p> <p>AMAOs 1 and 2 have been met each year by District English learners. However, AMAO 3 has not been met in English/Language Arts and Mathematics for the past four years. English learner graduation rates exceed the statewide target.</p> <p>Sub grant funding will be used to:</p> <ul style="list-style-type: none"> • Purchase supplemental materials and technology to enhance access and instruction for English learners. • Provide supplemental training for teachers in ELD instruction, academic vocabulary, and SDAIE strategies. • Provide small group and sheltered instruction for English learners. • Provide MTSS tutorials and extended learning opportunities to help English learners obtain proficiency in English and master grade level content. • Provide high quality professional developing through coaching models. • Provide AVID tutors for academic support of English learners during AVID tutorials. • Provide data systems and specialized reports to support data analysis and instructional planning.

Hold the school sites accountable

English Language Development and academic programs for English learners at the school sites are monitored through monthly principals’ meetings, school walk-throughs, data monitoring of formative and summative data (e.g., CELDT, District formative assessments, CAASPP, graduation rates, course enrollment patterns, attendance rates, UC/CSU Requirements rates, and AP participation rates).

Data is analyzed through the MMARS Dynamic Reporting System and the Illuminate student data management system. Specialized reports are written for Illuminate and shared with site administrators and teachers. Additionally, analytical reports are run for schools and posted in Haiku to provide 24/7 access to longitudinal reports. School-level ELSSA reports are generated and shared with each school site. Running records are administered 3 times per year to English learners, and specialized reports have been created in Illuminate for this year to provide teachers a quick view of the data to identify ELs who require instructional intervention, and drill-down instructional intervention to specific areas of literacy, as specified by the running records reports. If ELs are not making adequate progress either in ELD or core academic subjects, the following actions will be taken:

1. MTSS academic groups are flexible, and students are placed in groups in response to performance on running records, formative assessments, daily work, and teacher observation.
2. Elementary English learners who are not making progress in ELD will receive more intensive instruction in smaller groups. Secondary English learners will be placed in more intensive ELD sections.
3. Sheltered academic sections at the secondary level will be available for English learners who need more support.
4. When English learners are not making adequate progress, even with intervention and intensive services, they will be referred to the Student Study Team for consideration of additional intervention or instructional options.

Although AMAO 1 and 2 targets continue to be met, the statewide target for AMAO 3 in English/Language Arts and Mathematics has not been achieved by District students for the past four years. This information, along with the ELSSA, CAASPP, and formative assessment data has led us to focus on long term English learners, particularly in providing academic support. In elementary schools, this support is in the form of Multi-Tiered Systems of Support (MTSS) push-in teachers and paraprofessionals to decrease group instructional sizes and focus on assessed needs.

Promote parental and community participation in programs for ELs

A wide range of District and site-based opportunities for English learner parents to be involved in their children’s education will be provided. Sites continue to find ways to bring parents of English learners into their schools through scheduling meetings when most parents can attend, sending reminders (including automated telephone messaging, and personalized telephone calls) to parents of upcoming meetings and events, planning high-interest activities for parents, and providing transportation to parents to assist in getting them to school. Parent trainings, such as the Parent Institute for Quality Education (PIQE), Latino Family Literacy Project, and English instruction through Adult Education courses are provided at the District’s schools.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimate Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	<p>Provide high quality language instruction</p> <ul style="list-style-type: none"> Monitor language instruction for English learners to ensure it is delivered regularly and with fidelity. 	<p>Directors, Elementary & Secondary Education</p> <p>Site Principals; Assistant Principals</p> <p>August 2016 – June 2017</p>	No additional cost	No additional cost	N/A
	<ul style="list-style-type: none"> Provide high-quality state-approved ELA/ELD instructional materials for elementary, and pilot state-approved ELA/ELD instructional materials for secondary schools. 	<p>Directors, Elementary & Secondary Education</p> <p>August 2016 – June 2017</p>	No additional cost	No additional cost	N/A
	<ul style="list-style-type: none"> Purchase Rosetta Stone software to support supplemental English language development for newcomers. 	<p>Directors, Elementary & Secondary Education</p> <p>September 2016 – June 2017</p>	Software Licenses	\$10,000	Title III Immigrant

How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimate Cost	Funding Source (EL, Immigrant, or other)
<p>*Provide high-quality professional development</p> <ul style="list-style-type: none"> • EL Connect Coaches will provide supplemental professional development and on-site coaching through regular consultation, modeling of effective ELD and subject-area lessons, direct coaching, and observations to support classroom teachers in the: <ul style="list-style-type: none"> ○ Effective implementation of high-quality research-based instructional strategies for designated and integrated English language development instruction, and ○ Implementation of high-quality research-based SDAIE and sheltered instruction strategies in core subject areas. 	<p>Directors, Elementary & Secondary Education</p> <p>ELA/ELD Curriculum Coordinators</p> <p>August 2016 – June 2017</p>	<p>EL Connect Coaches</p>	<p>\$451,291</p>	<p>Title III</p>
<p>C. Required for Year 2</p>	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</p> <p>Not applicable – Year 4</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>Not applicable – Year 4</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. While AMAO 1 and 2 targets continue to be met, the academic achievement of English learners, as measured by 2016 CAASPP ELA/Literacy and Mathematics performance levels, is lower than that of several other significant subgroups.</p> <p>In general, English learners are making annual progress in learning English and in attaining English proficiency (AMAOs 1 and 2). However, some students are taking 4 to 6 or more years to achieve proficiency in English. ELSSA data confirm that too many English learners stall at the Intermediate level and do not progress at a rate enabling them to reach growth targets. The attainment of Intermediate level on the CELDT does not appear to support the academic rigor needed for a student to score at the “Standard Met or Exceeded” levels on the CAASPP ELA/Literacy or Mathematics. Academic success improves once students score Proficient on the CELDT, and the more quickly an English learner attains English proficiency, the higher the student performs on tests of academic achievement. Reclassified English learners are achieving academic success on the CAASPP ELA-Literacy and Mathematics, with a high rate of proficiency.</p>				
	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimate Cost</p>	<p>Funding Source (EL, Immigrant, or other)</p>
	<ul style="list-style-type: none"> Strengthen the core ELD instructional program and sheltered instruction by providing supplemental coaching and modeling of highly effective EL and SDAIE strategies. 	Directors, Elementary & Secondary Education Connect Coaches August 2016 – June 2017	EL Connect Coaches’ Salaries	See page 3	Title III

	Please describe all required modifications to curriculum, program, and method of instruction.	Persons Involved/ Timeline	Related Expenditures	Estimate Cost	Funding Source (EL, Immigrant, or other)
	<ul style="list-style-type: none"> Revise plan for Designated ELD instruction. 	Director, Secondary Education Coordinator, ELA/ELD August 2016 – June 2017	N/A	N/A	Other
	<ul style="list-style-type: none"> Provide tutorials, small group instruction, and sheltered academic sections for English learners enrolled in AVID. 	Directors, Elem. & Secondary Education AVID Coordinator August 2016 – June 2017	N/A	N/A	Other
	<ul style="list-style-type: none"> Implement Writers' Workshop and TUSD Writers in elementary and secondary schools to strengthen writing and critical thinking skills of English learners. 	Directors, Elem. & Secondary Education Coordinators, ELA/ELD August 2016 – June 2017	N/A	N/A	Other

*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	Estimate Cost	Funding Source
E. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <p><small>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogview.asp for a list of allowable EL activities</small></p>				
	<ul style="list-style-type: none"> AVID tutors will provide support for English learners in the core academic subjects via push-in tutoring during AVID tutorial sections. 	Director, Secondary Education September 2016 – June 2017	N/A	N/A	Other
	<ul style="list-style-type: none"> Continue to promote parent involvement through parent institutes, PIQE, Latino Family Literacy Project, and other parent training opportunities in Pre-K – 12. 	Directors, Elementary & Secondary Education August 2016 – June 2017	N/A	N/A	Other
	<ul style="list-style-type: none"> Expand parent education opportunities, particularly in English language acquisition through Adult Education. 	Coordinator, Adult Education July 2016 – June 2017	N/A	N/A	Other
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:			\$9,210
		EL Estimated Costs Total:			\$460,501

Plan to Provide Services for Immigrant Students

Please complete this table IF 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>Identification and acquisition of educational materials and technology.</p> <ul style="list-style-type: none"> Purchase <i>Rosetta Stone</i> software to support supplemental English language development for newcomers in the District’s schools. 	<p>Directors, Elementary & Secondary Education</p> <p>Manager, EL Center</p> <p>September 2016 – June 2017</p>	Software Licenses	See page 3	Title III Immigrant
	<p>Identification and acquisition of educational materials and technology.</p> <ul style="list-style-type: none"> Purchase 20 iPads and cases to bring the iPad to student ratio to 1:1 in the two newcomers’ classes at Hicks Canyon Elementary. 	<p>Director, Elementary Education</p> <p>September 2016 – June 2017</p>	Technology Hardware	\$10,500	Title III Immigrant
	<p>Educational personnel</p> <ul style="list-style-type: none"> Two trained paraprofessionals will provide supplemental support to immigrant students in newcomers’ classes at Hicks Canyon Elementary. 	<p>Directors, Elementary & Secondary Education</p> <p>August 2016 – June 2017</p>	Personnel	\$28,497	Title III Immigrant
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:			\$1,000
		Immigrant Estimated Costs Total:			\$49,997