

## Elementary and Secondary Education Act Local Educational Agency Plan Goal 2 Budget Update

**Name of LEA:** Fullerton Joint Union High School District

**Fiscal Year:** 2015/16

**Total Title III Allocation:** LEP \$167,949

**Immigrant:** \$6,230 carry over from 14/15

**LEP Administrative & Indirect Costs (2%):** \$3,359

**Immigrant Administrative & Indirect Costs:**

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1 - Annual progress learning English	<p>Biannual schoolwide data analysis and review of EL performance on State assessments through “round table” discussions with staff members specific to each EL student they serve.</p> <p>Quarterly review of student progress in all classes. Provide intervention support as identified and needed.</p> <p>Individual and group meetings with EL students to inform them of the RFEP criteria are held</p>	<p>Guidance Counselor additional support to review EL student progress and provide intervention support as needed and to facilitate data analysis and review for both staff members and students through round-table discussions.</p>	<p>\$9,385</p>

	<p>twice yearly (once each semester) to increase student motivation to work toward RFEP.</p> <p>Buena Park, Fullerton Union, and La Habra High Schools provide support classes for EL students who have been redesignated in order to further their acquisition of the English language and to support them in their studies in all core content area courses.</p> <p>Students met annual growth targets for AMAO 1 for the 2014/15 school year. The target goal for meeting AMAO 1 set by the State was 60.5 percent. The District EL population demonstrated adequate growth at 65.1 percent.</p>		
<p>Goal 2B: AMAO 2 - English Proficiency</p>	<p>The District offers a sequential course of study that provides EL with a program that is based on the ELD standards, as well as State-approved content standards for core classes. EL take core classes supported by teachers who are certified to meet their needs through Specially Designed Academic Instruction in English (SDAIE) learning strategies.</p> <p>The Structured English Immersion (SEI) program is for students who have been assessed on the California English Language Development Test (CELDT) and have been found to be “less than reasonably fluent in English.” These students predominately</p>		

	<p>score at levels 1 or 2 on the CELDT. Additionally, depending on CELDT subtests, some students who score at Level 3 on the CELDT are found to be less than fluent in English. Students in SEI receive daily instruction in English up to, and including, three English Language Development (ELD) classes and access to core content through SDAIE instruction. ELD instruction focuses on listening, speaking, reading, and writing skills in English and is based on the ELD content standards. Core classes taught with SDAIE strategies are based on State standards for the core class being taught.</p> <p>Students who score at levels 3, 4, or 5 on the CELDT are considered reasonably fluent in English. As previously mentioned, there may be some students who score a 3 on the CELDT and have not quite reached a level of reasonable fluency. A student, who has reached a level of reasonable fluency, typically takes ELD 3 and/or 4 and a core English class taught by a teacher with Crosscultural, Language, and Academic Development (CLAD) or SDAIE authorization. The intermediate level EL student will take two ELD classes, while the early advanced student (CELDT score of 4) will take no more than one ELD class. The remaining classes will be core classes taught with SDAIE techniques and elective classes. Students will be closely monitored to be certain that their English language acquisition needs are being met.</p>		
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	<p>A final level of instruction is provided for EL students. These students are those being monitored for reclassification. Monitored students are taking all core classes, both SDAIE and non-SDAIE, with ELD support provided within core classes led by appropriately credentialed/certified instructors. EL students who meet District requirements are reclassified as Fluent-English Proficient (RFEP). Monitoring of students, reclassified as RFEP, continues for two years or until the student graduates.</p> <p>Several measures are used to determine English proficiency. Four are required: One of either the CELDT Writing Performance Level or CAASPP English Language Arts/Literacy; overall CELDT performance level; ELA grade from previous semester; parent agreement. Five additional criteria must be met and the reviewer may choose any five of the following nine options: Gates-MacGinitie Reading Test (GMRT) with a reading level no greater than two grade levels below academic grade level; CAHSEE English Language Arts (2014/15) (scaled score) with a 350 or above score; CELDT Listening Performance Level intermediate or higher score: CELDT Speaking Performance Level intermediate or higher score: CELDT Reading Performance Level intermediate or higher score: English grade (S2 previous year) with a "C-" or higher: SOLOM completed by English teacher with a score of 4 or higher: SOLOM completed by core instruction teacher with a score of 4 or</p>		
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	higher: Cumulative Grade Point Average at 2.0 or higher.		
Goal 2C: AMAO 3 - Adequate Yearly Progress (AYP) in English/Language Arts	<p>ELA - Progress in academic vocabulary development and reading comprehension, as measured by teacher records; CELDT; CAASPP; and norm-referenced tests, such as the Gates-MacGinitie Reading Test or other comparable reading and language arts tests</p> <p>ELA - Progress in writing, as measured on benchmark writing assessments; CELDT; and teacher records.</p>	<p>Instructional Aide Support salary and benefits to support EL students in core classes, in after school tutoring and in mentoring EL students.</p> <p>Community Liaison to support parents of EL students with additional guidance services,, community resources, college requirements and applications, financial aid, academic support, etc.</p> <p>Supplemental instructional materials and supplies including Rosetta Stone software, Read 180 for EL, portable recording devices to allow students additional practice in speaking and listening, consumable supplemental materials that provide additional practice writing in English.</p>	<p>\$31,692 - Sal. \$7,606 - Ben.</p> <p>\$41,233 - Sal. \$12,987 - Ben.</p> <p>\$25,700</p>

<p>Goal 2C: AMAO 3 – AYP in Mathematics</p>	<p>ELD - Progress in ELD on content standards, as measured by teachers, based on course guidelines and benchmark assessments; successfully mastering course content; and appropriate State standards. Improvement on the CELDT and other State mandated assessments will also be used to determine student progress.</p>		
<p>Goal 2D: High Quality Professional Development</p>	<p>Two areas for growth were identified in relation to ELs and needed professional development. These will be the focus for professional development (PD) for the next three years.</p> <p>First, there will be a concerted effort to train stakeholders in the proper identification, assessment, placement, monitoring, and reclassification processes and procedures. One survey to EL students revealed that 17 percent don't know why they take the California English Language Development Test (CELDT) annually and 50 percent don't know what reclassification is. Training will be offered to administration, teachers, support staff members, parents, and students. The more informed stakeholders, the more effective the entire support program will be. Second, there will be ongoing PD to improve and strengthen instructional practices that target EL's in all subject areas.</p>	<p>Substitute Teacher salaries and benefits</p> <p>Conferences:</p> <p style="padding-left: 40px;">CUE conference:</p> <p style="padding-left: 40px;">To support teachers in integrating technology to further support EL in using technology as a teaching and learning tool</p> <p style="padding-left: 40px;">CMC conference:</p> <p style="padding-left: 40px;">California Math Council conference provided several sessions designed to help teachers differentiate</p>	<p>\$6,500 - Sal. \$1,105 - Ben.</p> <p>\$11,796</p>

	<p>With these two goals in mind, the LCAP calls for the creation of two new positions to design and support PD to EL stakeholders. The District hired an EL Teacher on Special Assignment (TOSA) and a community liaison. The former focuses on academic support and the latter focuses on support in non-academic areas such as strengthening English Learner Advisory Committees both at the site and District level, connecting students and their families to local resources and providing opportunities to glean input from ELs and their families, translation, and interpreting services.</p> <p>To address both areas for growth, the District has implemented ongoing and annual training in the following areas related to ELs. These training opportunities will be designed, presented, and scheduled by the TOSA-EL and the community liaison under the direction of District administration.</p> <p>Summer PD: CELDT coordinators, test administrators, proctors, administration.</p> <ul style="list-style-type: none"> <li>● CELDT testing and certification for staff members administering and recording results of the tests</li> <li>● RFEP candidate identification procedures and practices</li> </ul>	<p>instruction for EL in math courses.</p> <p style="text-align: center;">OCDE:</p> <p>Various workshops designed to help TOSA-EL and ELD teachers integrate CCSS-ELD into unit and daily instructional practices in accordance with CCSS in ELA.</p> <p>Consultants:</p> <p>Parent Institute for Quality Education (PIQE) to design and facilitate parent institute.</p> <p>Elevated Achievement Group (EAG) to support teachers in incorporating research-based instructional practices, adhering to the CCSS in developing learning intentions and providing frequent formative assessments</p> <p>Dennis Parker - SDAIE strategies that work for ELs</p>	<p style="text-align: center;">\$19,680</p>
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	<ul style="list-style-type: none"> <li>● Placement reviews for incoming ninth-grade student</li> </ul> <p>Annual Training: Deans, CELDT coordinators, counseling staff members, and administrators.</p> <ul style="list-style-type: none"> <li>● Round table discussions for all staff members during conference periods to address student populations for each teacher, CELDT results, RFEP requirements for each student and review of SDAIE strategies.</li> <li>● Survey procedures for ELs, Long Term English Learners (LTEL's) and their families.</li> <li>● SPSA development and review for EL inclusion. This applies to the LCAP development as well</li> <li>● Google Apps, Google Classroom, Illuminate, Aeries.net, etc. as applicable to EL's</li> </ul> <p>Monthly Training: TOSAs and administrators.</p> <ul style="list-style-type: none"> <li>● Collaborate on site level plans and implementation issues</li> <li>● Technology as a teaching and learning tool</li> <li>● Critical Thinking, effective feedback, and other strategies for ELs in all subject areas</li> <li>● DELAC/ELAC trainings for Deans and parents</li> <li>● ELD and CCSS - ELA - literacy and math standards</li> <li>● District data trends</li> <li>● Effective ELD/SDAIE strategies</li> </ul>	<p>Printing for PD materials</p>	<p>\$265</p>
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	<ul style="list-style-type: none"> <li>● SBAC interim assessments</li> <li>● Release time for collaboration to view student work, academic progress</li> <li>● WRITE Institute (Writing Reform Institute for Teaching Excellence)</li> <li>● Curriculum development</li> <li>● Local resources to support ELs and their families</li> <li>● Instructional coaching and shadowing opportunities with the TOSA-EL</li> </ul> <p>Other PD:</p> <ul style="list-style-type: none"> <li>● Newsletter every quarter highlighting research-based instructional strategies</li> <li>● RFEP twice annually</li> <li>● Conducting whole group EL site meetings: meet staff members, RFEP explained, students review their own CELDT scores, students set goals, areas of support (tutors, CELDT practice tests)</li> <li>● RFEP awards night</li> <li>● Conduct study on addressing the needs of LTELs and present to District Principals</li> <li>● Dennis Parker (Consultant) - SDAIE strategies that work for ELs</li> <li>● Training in <u>Visible Learning</u> - effect sizes for expert instruction.</li> <li>● Elevated Achievement Group (Consultant) - ensuring that leadership teams have become informed instructional leaders and have the</li> </ul>		
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	<p>knowledge and skills necessary to effectively support and reflect on schoolwide instructional practices.</p> <ul style="list-style-type: none"> <li>• Parent institutes covering numerous topics related to the support of students at home and in involvement of parents in the educational system (financial aid, graduation requirements, RFEP process, CELDT assessments, etc.)</li> <li>• Translation and interpretation services training</li> </ul> <p>Collaboration and workshops to integrate the new ELD standards into EL instruction and to align with the ELA standards.</p>		
Goal 2E: Parent and Community Participation	<p>Community Liaison at the District level and at Buena Park High School (BPHS) to work with families and community organizations to support EL students and to improve parent participation. Connects parents to local and regional support services.</p> <p>The Dean of academic/student services work directly with EL students and provides oversight of the EL program at each school. The Deans work with the community liaison to develop parent leaders at the site.</p>	Community Liaison at BPHS salary and benefits	(See goal 2C above)
Goal 2F: Parental Notification	The Home Language Survey and scores on the initial CELDT are reported to parents as the reason for the identification of their child as LEP and in need of placement in a language instruction program.		

	<p>CELDT results are sent to parents and parents are given the opportunity to meet with the appropriate staff member to review the CELDT results and what that means for their student.</p> <p>Annually, the District sends out written notice to parents if the District fails to meet annual measurable achievement objectives (AMAOs). These notifications are sent to all parents within thirty (30) days after the District is notified of such failure.</p> <p>Notifications must be provided to parents of students enrolled since the previous school year not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> <p>Parents are informed of their right to decline ELD instruction or to have their child removed from such a program upon their request. The District has a written waiver form that is provided to parents at their request.</p> <p>RFEP requirements are explained to parents and students in initial placement and annually, after subsequent CELDT reassessments. The expected rate of transition to complete mainstreamed classes is explained based upon RFEP data. Expectation of graduation is part of the annual CELDT re-assessment</p>		
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	<p>consultation and as requirements are met and discussed in RFEP meetings with parents and students.</p> <p>Parents are informed of the sequence of ELD instruction and the goals at each level. Parents are provided information on the scope and sequence of the Visions program currently used by the District for ELD instruction. Also, parents are informed of the number of ELD sections in which their child will be enrolled and the number of core classes supported through SDAIE strategies their child will be enrolled.</p>		
<p>Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)</p>	<p>EL coordinators at each site and the District Community Liaison work with immigrant students' parents to provide information, guidance and community resources to help parents become active participants in their child's education. ELAC, DELAC, PTA, and other parent organizations reach out to parents of immigrant children to include them in school activities and aid in decision making regarding immigrant students.</p> <p>Students are offered tutoring both within the school day and at various times outside of the instructional day (before school, lunch, and after school). Mentoring is provided through both peer and staff member opportunities at most sites. Each student meets bi-annually with guidance staff to develop and monitor a four-year plan that includes academic and</p>		

	<p>career counseling and students are monitored by guidance staff throughout the school year. Additional guidance services are provided as needed.</p> <p>The District currently uses <u>Visions</u> as the central curriculum for ELD courses. Supplemental instructional materials, including related technology (for example Read 180 for EL students) are incorporated into the instructional program to provide access to immigrant students.</p> <p>Students identified under Title 3 immigrant funding are provided, as needed, basic instruction services including backpacks, school supplies, transportation, instructional materials and applicable technology.</p>		
<p>Goal 5A: Increase Graduation Rates</p>	<p>Increase RFEP rate. Students redesignated consistently show high levels of performance on State tests in English Language Arts. Therefore, the District has increased its efforts to support students through the RFEP process. High performance rates on State tests are correlated with high graduation rates.</p> <p>Because the District is a high school district, EL students will receive a program that will maximize the opportunity for them to graduate from high school.</p>		

	<p>The District receives students from the elementary districts with varying years of exposure to EL classes. In some cases the District will allow EL to take a fifth year of high school in order to meet graduation requirements, if the student continues to make adequate progress toward English fluency and maintains satisfactory grades and behavior.</p> <p>Expectation of graduation is part of the annual CELDT re-assessment consultation and as requirements are met and discussed in RFEP meetings with parents and students.</p>		
<p>Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs</p>			<p>LEP \$171,308 IMM \$6,230</p>

**Program Notes:**

- I. Activities must be of supplemental nature. Align activities with associated estimated costs.
- II. LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary, and reasonable.
- III. Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.