

## Title III LEA Plan Performance Goal 2

**All limited English proficient (LEP) 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: 30-66506**

**LEA Name: Fullerton School District Title III**

**Improvement Status: Year: 2016-2017**

**Fiscal Year: 2016-2017**

**LEP Amount Eligibility: \$368,059**

**Immigrant Amount Eligibility: N/A**

### Plan to Provide Services for Limited English Proficient 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><b>Implement programs and activities in accordance with Title III:</b></p> <ul style="list-style-type: none"> <li>• Response to Intervention efforts will target students at the Intermediate CELDT level and below with a focus on explicit skills instruction in an identified area of need in English Language Arts and/ or Mathematics to support their progress toward language proficiency.</li> <li>• District and site administrators, classroom, resource, and Special Education teachers will collaborate at each school site to identify Long-Term English Learners (5+ years in the program). Upon identification, further analysis of these students' SBA, District Benchmarks, classroom assessments and/or progress monitoring data will be conducted to determine students' areas of need and placement in appropriate intervention to support students' progress toward proficiency in English Language Arts.</li> <li>• Teachers, administrators, and other school based personnel in the Fullerton School District are provided many opportunities for High Quality Professional Development: Marzano Strategies, Writer's Workshop, Cognitively Guided Instruction, High Reliability Schools, Professional Learning Communities, Systematic ELD, Academic Language Development, Thinking Maps, 21st Century Skills, and Instructional Technology.</li> <li>• Parents are encouraged to participate in their child's education with all twenty of the Fullerton School District school sites providing unique opportunities for parent and community involvement. The District offers trainings in parent education programs such as The 10 Educational Commandments, 40 Developmental Assets, and iPad Training. Embedded in these various parent programs are trainings that provide parents with the tools needed to help support their children at home with language acquisition as well as academic progress. The Fullerton School District continues to foster positive relationships with parents of English Learners and the community, including participation in the development of the Local Control Accountability Plan.</li> <li>• The District/LEA will provide 100% of parents of English learners with the following information, in a comprehensible language, regarding their child: identification as English learner, program placement options, program placement notification, English language proficiency level; as determined by CELDT results and any local English Proficiency assessments used, academic achievement level, and redesignation information.</li> <li>• The Fullerton School District will provide high quality instruction and support services to all immigrant students and their families.</li> <li>• To ensure equal access to Common Core and ELD State Standards, the District will identify and acquire curricular materials, educational technologies, and educational software to be used in Tiers I, II, and III the the areas of English Language Arts and Mathematics.</li> <li>• Family literacy, parent outreach, and training activities designed to will be offered to assist parents in supporting their child's academic progress in the home and becoming active participants in the education of their children.</li> <li>• The Fullerton School District will provide specific training in support of immigrant youth services.</li> </ul>
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**Use the subgrant funds to meet all annual measurable achievement objectives (AMAOs):**

- Response to Intervention coaches lead and support each school site with the implementation of a school wide RtI Program. Classroom teachers are trained in RtI and Tier I instruction; collecting and analyzing student academic progress data to identify students' literacy and language needs. Students are instructed at the foundational literacy skills instruction to target their area of need.
- As per Fullerton School District's mission of academic excellence, implementation of research-based, high quality staff development is a focus to maximize student achievement and teacher success. The Educational Services department continues to plan, implement, facilitate, and evaluate staff development in the areas of English Language Arts, Mathematics, English Language Development, High Reliability Schools, Professional Learning Communities, and Response to Intervention in support of English learner students' academic progress for the 2016-2017 school year.
- The department of English Learner Services (ELS) and Assessment and Accountability (AA) will compile data on LTEL's, (EL students in an EL program 5+ years) and distribute to site administration for site PLC analysis, discussions, and intervention placement options. Sites will receive staff development in supplemental strategies and resources with a focus on supporting Long-Term English Learners academic progress.
- District departments and/or outside resources provide parent education in the areas of interest/need, such as Family Math/Literacy/Science Nights, Technology Classes, Language Classes, and/or Parenting Workshops.
- The Educational Services Team will collect and compile student data in preparation for assembling parent notification letters.
- Purchase intervention materials to support the academic progress of students.
- Parents will be provided opportunities to attend English classes, literacy workshops, and technology trainings. Translation services will be provided to support parents' language needs.
- The Fullerton School District will provide staff development in the ELA/ELD Framework to support student access and success in Common Core State Standards.

**Hold the school sites accountable:**

**ELD Site Visitations** - Educational Services Team will observe ELD instruction at school sites and provide feedback via the Lesson Observation Tool

**Educational Services Site Budget Review** - Site budgets are reviewed on an ongoing basis to verify validity of purchased items

**Professional Development Opportunities** - Administrators, teachers, and staff attendance is monitored via sign-in sheets

**Long Term English Learner Data** - Educational Services Department will identify data trends across the district and recommend action steps based upon such trends. Site administrators will distribute data on LTEL's, (EL students in an EL program 5+ years) to site teachers and support staff in PLC discussions, analysis, and intervention placement options.

**Reclassification Rates** - Reclassification rates are reviewed twice annually and shared with administrators, teachers, and parent community to determine trends and next steps.

**RFEP Monitoring** - School sites annually receive a list of Year 1 and Year 2 RFEP students to monitor.

**Portfolio Reviews** - Educational Services Team annually reviews English Learner portfolios to ensure that required documentation is complete.

	<p><b>Promote parental and community participation in programs for ELs:</b></p> <ul style="list-style-type: none"> <li>• School sites inform families and encourage attendance of upcoming educational events. District departments and/or outside resources provide education in areas of interest/need such as Family Math/Literacy/Science Nights, Technology Classes, Language Classes, and/or Parenting Workshops.</li> <li>• School sites offer various opportunities for parents to engage along with their children in the curriculum: Mathematics, Reading, Science, Technology, Art, etc.</li> <li>• Through the School of Continuing Education (North Orange County Community College District) parents are offered the opportunity to take classes to learn the English language.</li> <li>• The District informs ELAC families and encourages attendance of upcoming DELAC meetings. District departments and/or outside resources provide education in the areas of interest/need, language classes, instructional technology, 40 Developmental Assets, and/or summer learning opportunities for students.</li> <li>• ELAC parents are educated on how instructional technology is used in the classroom to increase student achievement and learn strategies to support their children at home with homework and projects.</li> <li>• Parents participate in The Developmental Assets Workshops to develop strategies and skills to support their child's healthy development in the home and at school. Based in youth development, resiliency, and prevention research, the Developmental Assets framework has proven to be effective and has become the most widely used approach to positive youth development in the United States. Research shows that youth with the most assets are least likely to engage in different patterns of high-risk behavior, including problem alcohol use, violence, illicit drug use. Those with higher levels of assets are more likely to do well in school, be civically engaged, and value diversity.</li> <li>• The District/LEA will provide 100% of parents of English Learners with the following information regarding their children, in a comprehensible language: identification as EL; program placement options; program placement notification; English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used; academic achievement level; and redesignation information.</li> <li>• The Educational Services Team will collect and compile student data in preparation for assembling parent notification letters.</li> <li>• Upon completion of the letters, Testing Center personnel will assemble and mail parent notification letters</li> </ul>				
<p><b>How the LEA will:</b></p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (LEP, Immigrant, or other)</p>	

B. Required Content	<p><b>Provide high quality language instruction:</b></p> <p><b>A. Foundational Literacy Skills</b> Teachers and administrators will receive professional development in universal screening diagnostic measures, progress monitoring assessments, the Big 5 Foundational Literacy skills to identify students' areas of need and provide students targeted instruction at their skill level.</p> <p><b>B. Academic Vocabulary</b> Marzano's 6 Steps to Academic Vocabulary training is offered to K-8 teachers of English Learners. Teachers will learn strategies to increase vocabulary acquisition and activities that scaffold and support academic progress for English Learners.</p> <p><b>C. Thinking Maps</b> Ongoing professional development in Thinking Maps; a set of academic tools for supporting effective instructional practice and improving student achievement. Students will develop a bank of visual maps based on eight specific thinking processes that enable them to move from concrete to abstract concepts, think with depth, and directly apply their thinking to complex tasks. These graphic tools are highly effective research-based strategies that students are able to use across disciplines and support all students' access to Common Core State Standards</p> <p><b>D. Dedicated/Designated ELD</b> K-8 teachers will participate in professional development with a focus on foundational language skills necessary to access Common Core State Standards. Students will gain knowledge in how language functions in different contexts, participate in structured, targeted oral and written language practice daily, and learn how to use language flexibly and fluently for a range of meaningful purposes.</p> <p><b>E. Integrated Language Support (ELD)</b> K-8 teachers will participate in professional development with a focus Academic Language Support strategies, such as sentence frames, construction charts, supplement English learners' access to academic content in linguistic and non-linguistic forms and provide explicit pathways for thinking, communicating, and collaborating. These graphic tools promote in-depth thinking and writing strategies used in all curricular areas and across all disciplines, allowing English learners to directly apply their thinking to complex tasks and build academic independence. Project GLAD- Teachers will use GLAD strategies to promote academic language and literacy that provides students access to content.</p> <p><b>F. Spanish Dual Language Academy (two-way immersion) – 90/10 model</b> Literacy, language, and content will be learned in and through two languages in a technology rich environment and through hands-on experiences.</p>	<p>ELA/ELD Literacy Coordinator</p> <p>Director, Educational Services</p> <p>Coordinator, Assessment &amp; Accountability</p>	<p>1. Professional Development</p> <p>2. Parent Engagement</p> <p>3. Instructional Materials</p>	<p>1. \$25,000</p> <p>2. \$5,000</p> <p>3. \$50,000</p>	<p>1. Title III, LCFF</p> <p>2. Title III</p> <p>3. LCFF, Title I, Title III</p>

	<p><b>Provide high quality professional development:</b></p> <ul style="list-style-type: none"> <li>• Teachers, administrators, and other school based personnel in the Fullerton School District are provided opportunities for high-quality professional development in the following areas: <ul style="list-style-type: none"> <li>○ High Reliability Schools</li> <li>○ Professional Learning Communities</li> <li>○ Marzano – The Art and Science of Teaching</li> <li>○ Systematic ELD</li> <li>○ Academic Language Development</li> <li>○ Thinking Maps</li> <li>○ Cognitive Guided Instruction</li> <li>○ Writing Workshop</li> <li>○ 21<sup>st</sup> Century Learning Skills</li> <li>○ Educational Technology Integration</li> <li>○ iReady</li> </ul> </li> </ul>				
<b>C. Required for Year 2</b>	<p><b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b>  <b>N/A</b></p> <p><b>Please describe the factors contributing to failure to meet AMAO target(s).</b>  <b>N/A</b></p>				
<b>D. Required for Year 4</b>	<p><b>Goal 2 IPA* for items A-B:</b></p> <p><b>Please describe the factors contributing to failure to meet AMAO target(s).</b></p> <ul style="list-style-type: none"> <li>• 2014-2015 data indicates that Fullerton School District is meeting AMAO 1, 2, and 3 (Participation Rate) state targets. Current data indicates that English learner students continue to make progress in language acquisition as they have exceeded state targets in AMAO 1 – 69.1% and AMAO 2 – less than 5 years 38.2%, 5 years or more, 64.6%. Due to the fact that there will be no AMAO placement determination for 2014-15, the Fullerton School District is considered as not meeting AMAO 3.</li> <li>• Fullerton School District benchmark data reveals that English language learners continue to make adequate progress in English Language Arts and Mathematics.</li> </ul>				

<p><b>Please describe all required modifications to curriculum, program, and method of instruction.</b></p> <p><b>A. Response to Intervention Teacher at all 20 school sites</b>  Response to Intervention teachers support each school site with the implementation of a school wide PLC/RtI Model. RtI teachers lead their colleagues in analyzing achievement data to determine students' foundational literacy needs. They work collaboratively with grade level teams to create targeted instructional groupings and identify curricular materials that best meet students' needs.</p> <p><b>B. Professional Learning Communities Professional Development</b>  Teams of teachers and administrators from all school sites will engage in professional learning to increase their knowledge of the PLC process and gain tools to enhance this collaborative practice. They will delve deeper into the process with a focus on learning, building a collaborative culture, and results orientation. Teams will develop a plan of action that supports an environment where all students learn at high levels.</p> <p><b>C. High Reliability Schools Professional Development</b>  All schools will receive training in this effective framework that explains how best practices work simultaneously and defines five progressive levels of performance that a school must master to become a high reliability school where all students learn the content and skills they need for success in college, careers, and beyond.</p> <p><b>D. Writer's Workshop</b>  Kindergarten through eighth grade students will engage in differentiated writing instruction that supports writing in the areas of Opinion/Argument, Informative, and Narrative Writing. Teachers will unpack writing standards to guide students' writing skills, foster high-level thinking skills, and develop and refine strategies for writing across the curriculum. Students will develop independence and fluency through consistent writing opportunities and their progress will be measured via performance assessments.</p> <p><b>E. Cognitively Guided Instruction</b>  Teachers in grades Kindergarten through eight will be trained in and implement mathematics strategies that support the implementation of Common Core Standards and honor students' developmental thinking and reasoning processes. Such strategies build conceptual and procedural knowledge, develop oral communication skills, and enhance students' problem solving skills.</p> <p><b>F. iReady</b>  Teachers and administrators will have access to iReady, an adaptive diagnostic system that provides specific assessments and data that pinpoints students' sub-skill level academic needs in reading and mathematics. Access to reports for on-going progress monitoring will ensure that students diverse needs being addressed.</p>	<p>ELA/ELD Literacy Coordinator</p> <p>Director, Educational Services</p> <p>Coordinator, Assessment &amp; Accountability</p>	<p>1. RtI Teachers</p> <p>2. Professional Development</p> <p>3. Instructional Materials</p>	<p>1. \$2,000,000</p> <p>2. \$25,000</p> <p>3. \$25,000</p>	<p>1. Title III, LCFF, Title I</p> <p>2. Title III, LCFF, Title II</p> <p>3. Title III</p>
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\*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 LEP 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></p> <ol style="list-style-type: none"> <li>Educational Services will compile data on LTEL's, (5+ years) and distribute to site administration for site PLC analysis, discussions, and intervention placement options. Sites will receive staff development in supplemental strategies and resources with a focus on supporting Long-Term English Learners academic progress.</li> <li>District departments and/or outside resources provide parent education in the areas of interest/need, such as Family Math/Literacy/Science Nights, Technology Classes, Language Classes, and/or Parenting Workshops.</li> <li>Response to Intervention coaches and classroom teachers will target students at the Intermediate CELDT level and below to provide supplemental instruction with a focus on explicit foundational language and literacy skills that supports their progress toward language proficiency.</li> <li>Marzano's 6 Steps to Academic Vocabulary training is offered to K-8 teachers of English Learners. Teachers will learn strategies to supplement vocabulary acquisition and activities that scaffold and support academic progress for English Learners.</li> <li>Kindergarten through Eighth grade teachers will participate in Dedicated/Integrated ELD professional development with a focus on foundational language skills and academic language support strategies such as structured oral language practice routines, sentence frames, and Thinking Maps, that supplement English learners' access to Common Core State Standards and build academic independence.</li> <li>Teachers and administrators will use iReady, an adaptive diagnostic system that identifies students' sub-skill level academic needs in reading and mathematics. Based on the results of this data, students will receive targeted supplemental instruction at in reading and mathematics.</li> <li>ELAC parents receive trainings in regards to how instructional technology is used in the classroom to increase student achievement. Strategies in how to support their children at home with homework and projects are a component of the training.</li> <li>Parents are offered the opportunity to attend courses to learn the English Language through the School of Continuing Education (North Orange County Community College District).</li> </ol>	<p>ELA/ELD Literacy Coordinator</p> <p>Director, Educational Services</p> <p>Coordinator, Assessment &amp; Accountability</p>	<ol style="list-style-type: none"> <li>Professional Development</li> <li>Instructional Materials</li> </ol>	<ol style="list-style-type: none"> <li>\$20,000</li> <li>\$15,000</li> </ol>	<ol style="list-style-type: none"> <li>LCFF, Title II, Title III</li> <li>LCFF</li> </ol>
	<b>F. LEP Overall Budget</b>			LEP 2% for Administrative/Indirect Costs: <b>\$7,361</b>	
				LEP Estimated Costs Total: <b>\$368,059</b>	

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