

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: 56-725536120620

LEA Name University Preparation Charter School at CSU Channel Islands

Title III Improvement Status: Year 3

Fiscal Year: 2016-2017

EL Amount Eligibility: \$13,837

Immigrant Amount Eligibility: N/A.

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>The UPCS staff will refine instruction during integrated and designated ELD time, receive on-going professional development on the language level continuum and ELD Standards, as well as effective instructional strategies for English Learners. UPCS will continue to implement programs and activities aligned with Title III guidelines. We will continue to fund family outreach events, parent education nights, curriculum nights and other events to support family literacy and well-being. Additionally, professional development will be provided to design instruction to implement a program aligned with student language acquisition needs.</p> <p>The Administrative team, English Learner Coordinator and teachers on special assignment will support grade level teams through incorporation of instructional rounds, where teams will observe and gather student participation and engagement data on lessons taught, offer compliments, then brainstorm ways to modify future lessons and classroom environmental elements, to meet student needs. This process will assist teachers in building a strong understanding around the ELD curriculum and to discuss best instructional practices around second language acquisition.</p> <p>An emphasis will be placed on progress monitoring, assessments and differentiation of instruction based upon assessed student need(s). During ACTT (Active Collaboration Teacher Time), classroom teachers and teachers on special assignment will analyze</p>
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current curriculum, English Learner Assessment data and strategize how to design and improve the instructional program in all academic areas to improve student achievement.

Targeted English Language Arts, English Language Development and Mathematics intervention provided by teachers before, during and after school, supplementing core instruction and interventions already in place to support student growth through our multi-tiered systems of support, is the main project supported through Title III funds at UPCS.

Use the subgrant funds to meet all accountability measures

UPCS will continue to implement programs and activities related to meet AMAO 1 and work with English Learners who have been at our school less than five years to increase language acquisition, enabling them to meet AMAO 2. The cohort of long-term English Learners will be targeted for additional directed teacher support before, during and/or after school. Subgrant funding will be used to provide additional targeted intervention to support English language acquisition and improved academic skills in Mathematics and Language Arts for both cohorts of English Learners.

Hold the school sites accountable

A data reflection process will be implemented in through ACTT in all grades. Teachers have opportunities meet in grade level and curriculum-alike teams 3-4 times weekly to analyze student data in math, ELA, writing, and ELD. They will also have the opportunity to use review summative and formative assessments and other student work to monitor student progress. Grade level teams can design a plan for intervention, remediation or acceleration dependent on student needs. ACTT notes/minutes, shared as Google Docs, will indicate this process is taking place on a regular basis and for what is intended. School site will also be accountable for increasing student proficiency level as measured by the CELDT and ADEPT assessments. The administrative team and teachers will monitor student progress of newly reclassified students. Data will be provided through the use of EADMS and our student information system “Q”, to ensure progress monitoring and provision of intervention, as necessary. Students approaching reclassification and reclassification rates will be closely monitored and celebrated. Parents and staff will be provided with updated information regarding reclassification criteria and analysis English Learner growth and student goal setting.

Promote parental and community participation in programs for ELs

UPCS is committed to a strong home-school connection. During the 2016-2017 school year, out school leadership team will plan and organize multiple useful and meaningful parent workshops, family resource events and curriculum nights. Parent and student surveys were conducted in order to ascertain the needs and desires for training and support most needed by parents and families. That data is serving as the catalyst for planning events and activities for next year. Parents have been encouraged and supported in taking on leadership roles on our campus through ELAC, PTSA and SSC. Together with certificated and classified staff, parents collaborate in creating a welcoming school climate and a sense of school community. Workshops for parents on a variety of topics such as Writers Workshop, Common Core, Math, Technology, Cybersafety, and Parenting Skills have surfaced as the most popular topics. Parent Square and Blackboard Connect, emails, website, Facebook, Instagram, calendars and newsletters keep parents in the loop of information in both English and Spanish. Additional opportunities for parents will be offered to build capacity for parents to support student learning have will include continued language classes (English and Spanish) using Rosetta Stone and participation in field trips that will prepare students to be college and career ready (i.e.- School-wide College Day Field Trip to CSUCI).

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				
	A. English Learners will be supported by highly qualified teachers who are proficient in providing sheltered instruction, scaffolding concepts and front loading strategies.	A Directors Assistant Director, CELDT/ EL Coordinator, Teachers, Team Teachers, TOSAs	A.–D. Professional Development Workshops/ Conferences & Teacher Release & Substitute Salary/ Benefits	A-J: See LCAP— No Title III funds used to support these goals.	A-J: LCFF
	B. Teachers will receive on-going training on ELD/ ELA standards, framework, and curriculum.	B. All staff trained during 2015-2016 school year. New teachers will be trained, as new to staff and on-going PD will be provided to support implementation.			
	C. Materials used will be aligned to Common Core State Standards, as available (i.e.- pilot of new materials.)	C. Began 2015-2016. Continue until adoption purchased.			
	D. Teachers have been trained and will continue to receive training in word recognition strategies to support development of foundational literacy skills.	D. On-going			
	E. Direct credentialed-teacher instruction and use of web-based “Rosetta Stone” will be used to support students, as well as parents, in language acquisition.	E. Two – 6 week sessions per year, minimum.	E. Purchase Rosetta Stone Licenses Hire hourly Teachers (Salary/Benefits)		

	<p>F. Systematic ELD and GLAD strategies will be implemented to support student growth in reading, writing, listening and speaking.</p> <p>G. CCSS ELD/ELA will be included in planning. Instruction in academic vocabulary will be integrated into curriculum.</p> <p>H. Strategies of active participation (choral response, pair/share, sentence starters) will support student success in ELD instruction.</p> <p>I. Other strategies such as SIOP, TPRS, SDAIE, and frontloading will be implemented to ensure all students have access to grade level standards and curriculum.</p> <p>J. Opportunities for student to practice oral language skills in a variety of contexts will be provided, so that ample practice in offered in the three modes of communication. This will support English learners' academic success with the Common Core State Standards and the Next Generation Science Standards.</p>	F.-J. On going	F. -J. Staff Development, as needed.		
	<p>Provide high quality professional development</p> <p>A. Provide teaching staff professional development related to strategies to support Long Term English Learners and reclassification.</p>	A-D: Directors Assistant Director Leadership Team	A-D: Staff Development Costs Consultant Costs	A-D: See LCAP	A-D: LCFF

	<p>B. Provide teachers with on-going professional development on the ELD Standards and Framework for English Learners for all teachers. These trainings will be provided during Thursday professional development, with follow up sessions during ACTT. Use ACTT format to ensure that teachers share, support and monitor changes in instructional practice so that all of the team improves learning for all English learners.</p> <p>C. Incorporate professional development on science-based best practices for literacy instruction specifically in vocabulary development, reading comprehension and writing.</p> <p>D. Provide professional development on Differentiating instruction for culturally and/or linguistically different groups that includes</p> <ul style="list-style-type: none"> -Use of data to inform and evaluate instruction -Implementation of Common Core-aligned instructional program –Ensure that planned professional development focuses on instructional strategies that promote success for English learners. 	<p>TOSAs Science Coach Teachers Outside Consultants/ VCOE</p>	<p>Stipends Conference Costs Travel Expenses</p>		
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C. Required for Year 2a	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B: Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>Our analysis of student data determined that our English Learners enrolled less than 5 years did not meet the AMAO target. Therefore, we need to better target instruction to address their language deficiencies. A need exists to identify low performing English Learners early enough to target and meet their instructional needs so that students will meet AMAO target 2.</p> <p>We also determined that a need exists for teachers to gain strategies for differentiation and early identification of low performing English Learners. Staff professional development will target training in this area for the 16-17 school year.</p> <p>Our English Learners are also exhibiting weakness in understanding of academic language. Intervention support and staff training will include elements of strategies to build key academic vocabulary.</p> <p>Attendance data indicates that attendance of English Learners is similar to that of other students on campus, with our attendance rates being over 95%. Data from CAASPP indicates that we are beginning to close the achievement gap between the scores of our English Only students and our English Learners, yet it is evident that we need to continue to focus on closing that gap. Targeted intervention will continue to address that need.</p> <p>Staff input and counseling referrals from the 15-16 school year indicated a need for increased counseling intervention for English Learners. To further support success for English Learners, additional hours will be added to the counseling schedule for the 16-17 school year.</p>				
D. Required for Year 4	<p>Goal 2 IPA* for items A-B: Please describe the factors contributing to failure to meet desired accountability measures.</p> <p><i>Specifically address the factors that prevented the LEA from meeting the AMAO target(s) in the plan. (Describe findings from student data analyses of the CELDT, CAASPP results and participation rates, attendance rates, state data tools (ELSSA), and other assessments used by the LEA (e.g. benchmark assessments, LCAP Metrics) to measure EL student English proficiency, academic achievement in ELA and Mathematics, and findings derived from other data analyses as they relate to the AMAOs.</i></p>				
	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>N/A.</p>	<p><i>Enter the person(s) who are involved in the implementation of the activity listed in this row.</i></p>	<p><i>Enter the purchase(s) that will be made with funds allocated to the implementation of the activities described in this row.</i></p>	<p><i>Enter the cost of each element of the required purchases necessary to implement the activity described in this row.</i></p>	<p><i>Enter the source of funding, such as Title III EL or Title III Immigrant, to be used to implement the activity described in this row.</i></p>

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	Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students <ul style="list-style-type: none"> Targeted Intervention English Language Arts, English Language Development and Mathematics will be provided by teachers for English Learners before school, during and/or after school to supplement our multi-tiered systems of support already offered to all students. 	Intervention Teachers Homework and Learning Center/Study Spot Hourly Teachers/ Aides	Stipends Salary & Benefits	\$13,837	Title III EL
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$0 N/A	
Accepting Title III EL funds enter the total projected costs. This amount is consistent with the total EL eligibility amount.		EL Estimated Costs Total:		\$13,837	

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	Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families N/A.	N/A	N/A	N/A	N/A

H. Immigrant Overall Budget Accepting Title III Immigrant funds enter the total projected costs. This amount is consistent with the total Title III Immigrant eligibility amount.	Immigrant Administrative/Indirect Costs:	N/A
	Immigrant Estimated Costs Total:	N/A