

Bellflower Unified School District

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: 1964303000000 LEA Name: Bellflower Unified School District Title III Improvement Status: Year: 4+

Fiscal Year: 2016-2017 LEP Amount Eligibility: \$232,220.00 Immigrant Amount Eligibility: _____

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><i>Implement programs and activities in accordance with Title III</i></p> <p>BUSD will use Title III funds to ensure LEP students attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet. District Title III activities will incorporate approaches and methodologies founded on scientifically based research for teaching limited English proficient students. District Title III activities will include the provision of Thinking Maps Path to Proficiency (P2P) professional development for teachers, administrators and other school staff. This professional development is specifically designed to meet the needs of LEP students as well as enhance the teachers' ability to employ strategies specifically for LEP students. The district will continue to develop cohorts of P2P trainers who will support other teachers at their schools and throughout the district. Site administration will also continue to receive P2P training so that appropriate teacher resources and planning time can be provided as well as expectations for classroom implementation and observable instructional attributes. Title III funds will also provide coaching and planning time support for teachers so that in addition to receiving P2P training, and they become strong implementers through on-going, sustained coaching and planning sessions.</p> <p>BUSD Title III funds will also be used to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. PIQE and Latino Family Literacy Project trainings will continue to be provided as well as other parent training/support programs that are unique to BUSD such as Thinking Maps overview training for parents and training regarding local reclassification criteria, a-g requirements and other parent requested topics.</p> <p><i>Use the subgrant funds to meet all annual measurable achievement objectives (AMAOs).</i></p> <p>BUSD will continue to provide and monitor daily integrated and designated ELD instruction for all English learners. BUSD will also continue to implement and evaluate implementation of the newly developed district plan for secondary long term English learners as well as interventions for Long term English Learners, including delivery of Discussions for Learning and iLit. For 2014-2015, BUSD not only met AMOAs 1 and 2, but far exceeded performance level Expectations. In the 2016-2017 school year, BUSD seeks to use Title III to sustain and further advance the achievement of LEP students as measured through AMAOs. Throughout the 16-17 school year, BUSD will pilot ELA/ELD adoption materials for programs 2,3,4,5. Additionally, BUSD will further develop Multi-tiered Systems of Support (MTSS) for LEP students including the delivery of interventions for LEPs in the areas of ELA, ELD and math. These interventions will be delivered through:</p> <ul style="list-style-type: none"> • K-2 (2) week pre-start academic academies prior to the regular start-up of the school year • After-school ELA, ELD and math tutorials for grades 3-12 • In-school RTI implementation in the areas of ELA, ELD and math • Restructuring of ELA class composition for LTEL students (in line with BUSD Secondary LTEL Plan) • Piloting of ELA/ELD adoption materials including program 5 • Establishment of (2) early learning LINK parent engagement centers for parents of LEP children ages 0-5 • Establishment of dual immersion (Spanish/English) preschool program • Growth of BUSD dual immersion program with the addition of grade 3 for 16/17
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Hold the school sites accountable

BUSD will hold school sites accountable for meeting the needs of English learners through a variety of activities including:

- Instructional rounds and use of the district's technology-based instructional rounds tool to assist in gathering data regarding delivery of quality instruction across the content for LEP students (instructional rounds to be held a minimum of two times per school site over the school year)
- Submission of ELD instructional plans for all schools
- ELD walk-thrus at all schools by the Assistant Superintendent of Educational Services
- Required incorporation of activities and services focused on the needs of LEP students in each school's SPSA

Promote parental and community participation in programs for ELs

BUSD will continue to strengthen LEP parental communication and participation through the following methods:

- Expansion of parent portal for ELAC And DELAC on district website
- Use of district certified translators for translation of all home-school written communication
- District guided training for school staff in parent outreach programs including Latino Family Literacy Project, PESA, PIQE and other parent education components unique to BUSD and designed to be responsive to parents' needs (district developed workshops on reclassification, a-g, college readiness and homework assistance
- Continued collaboration with PACE to provide on-going adult ESL classes for parents
- Continue annual recognition program for parents and educational community members focused on LEP success
- Continue to promote and encourage board participation on ELAC, DELAC, SSC and other school and district parent groups
- Establishment of (2)early learning LINK parent engagement centers for parents of LEP children ages 0-5

How the LEA will: <i>Provide high quality language instruction</i>		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (LEP, Immigrant, or other)
B. Required Content	Provision of daily integrated and designated ELD for all English learners in grades Tk-12. Designated ELD will be for a minimum of 30 minutes daily grades Tk-6, a minimum of 50 minutes daily grades 7-12	Classroom teachers	Teacher salaries	No cost to supplemental federal programs	No cost to supplemental federal programs
	Piloting of ELA/ELD adoption materials grade Tk-12	Classroom teachers	Extra hours for teachers to train in use of materials and evaluate use of materials	80 teachers x 24 hrs = \$85,000	LCFF
	K-2 (2) week pre-start academic academies prior to the regular start-up of the school year	Assistant Sup Educational Services/ Principals	Hrly pay for teachers , 30 hrs x 22 teachers	\$35,000.00	Title I
	After-school ELA, ELD and math tutorials for grades 3-12	Assistant Sup Educational Services/ Principals	Hrly pay for teachers , 30 hrs x 22 teachers	\$45,000.00	LCFF/Title I
	In-school RTI implementation in the areas of ELA, ELD and math	Assistant Sup Educational Services/ Principals/ intervention teachers/EL TOSAs	Cost of (3) ELTOSAs 2 elementary 1 secondary	\$360,000.00	Title I/Title III
	Restructuring of ELA class composition for LTEL students (in line with BUSD Secondary LTEL Plan) so that LTEL students are not double blocked together to ELA and ELD and will be grouped by language need for intensive ELD intervention and clustered in ELA classes to comprise no more than 1/3 of the class (best practices cited by work of Laurie Olsen)	Assistant Sup Educational Services/ Principals	None	None	None

<i>Provide high quality professional development</i>		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (LEP, Immigrant, or other)
B. Required Content	Add an additional cohort of teacher trainers (TOT) for Thinking Maps Path to Proficiency with TOT representatives from across the district	Assistant Sup Educational Services/ Principals/TOTs	Hrly pay for teachers/ Thinking Maps contract	\$25,356.00	Title III
	Provide Path to Proficiency training will be provided by current TOTs to teachers at the site level across the district during modified Wednesdays/PLC and grade level team meeting times	Assistant Sup Educational Services/ Principals/TOS As and TOTS	Extras hrly pay for TOTs to plan PD	\$5,000.00	Title III
	District elementary and secondary TOSAs will provide professional development throughout the areas of integrated and designated ELD in alignment with the California ELA/ELD Framework and in connection with District initiatives including DII, Thinking Maps, UDL, and Nancy Fetzer strategies. Professional development will be provided on Workshop Wednesdays (modified days) and Saturday trainings in addition to grade level team meetings (during PE grade level preps	Assistant Sup Educational Services/ Principals/TOS As and TOTS	Extra hrly pay for teachers	\$5,000.00	Title III
	District elementary and secondary TOSAs will provide professional development throughout the district in the area of language development progress monitoring and student feedback	Assistant Sup Educational Services/ Principals/TOS As and TOTS	Salary and benefits for 2 elementary and 1 secondary TOSA	\$360,000.00	Title III/Title I

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 AMAO target(s).</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 AMAO target(s).</p>				
	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p>				

*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>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for LEP students</p> <p>Implementation of (2) elementary and (1) secondary English learner teachers on special assignment to support improved delivery of English learner instruction and services across the district. The EL TOSAs will work under the supervision of the Assistant Superintendent of Educational Services and will provide teachers of grades TK-12 with professional develop and coaching in the development of lessons and instructional strategies to support EL students in their acquisition of English as well as development of grade level proficiencies across the content. These TOSAs will also work with site teams to support parent outreach, develop local language assessments to monitor EL students' ongoing progress, and overall coordinate language instruction with other programs and services.</p> <p>Professional Development as described in Section B</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/lepview.asp for a list of allowable LEP activities</p>	Assistant sup Educational Services/ Principals/TOSAs	Salary/Benefits	\$360,000.00	192,220.00 Title III 167,780.00 Title I
		Assistant sup Educational Services/ Principals/TOSAs and TOTS	Extra Hrly pay for teachers and Thinking Maps contract	\$35,356.00	Title III
F. LEP Overall Budget		LEP 2% for Administrative/Indirect Costs:		\$4,644.00	
		LEP Estimated Costs Total:		\$232,220.00	

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	<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>				
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:			
		Immigrant Estimated Costs Total:			