

## Annual Title III Local Plan Update Template

All English learners will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**LEA Name:** Alvord Unified School District

**CDS Code:** 3366977

**Fiscal Year:** 2018-2019

### Plan to Provide Services for English Learner (EL) Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How will the LEA:	Persons Involved/Timeline
<p>Provide effective professional development</p> <p>The District consistently met and exceeded language development targets on the California English Language Development Test (CELDT). Student outcome results on the new <b>English Language Proficiency Assessment for California</b> (ELPAC) administered in 2017-2018 are as follows:</p> <ul style="list-style-type: none"> <li>• 35% of EL’s tested scored at Level 4 with Well Developed English skills,</li> <li>• 36% scored at Level 3 with Moderately Developed English skills,</li> <li>• 18% at Level 2 with Somewhat Developed English skills, and</li> <li>• 10% at Level 1 with Beginning stage English skills.</li> </ul> <p>To continue and increase positive student outcomes on the ELPAC, the district will provide follow-up professional development for staff on the implementation of integrated and designated English Language Development (ELD).</p> <p>EL student outcomes for Fall 2017 <b>SBAC ELA</b> are as follows:</p> <ul style="list-style-type: none"> <li>• Status Low with 48.9 points below level 3</li> <li>• Change declined by 5.2</li> </ul> <p>EL student outcomes for Fall 2017 <b>SBAC Math</b> are as follows:</p> <ul style="list-style-type: none"> <li>• Status Low with 69.5 points below level 3</li> <li>• Change declined by 3.1</li> </ul> <p>Professional development in ELA and Math for teachers and paraprofessionals will address designated and integrated ELD, EL student placement, instructional strategies that promote literacy and numeracy for EL students, strategies to support EL students with special needs, and college and career readiness. Professional learning opportunities that focus on Specially Designed Academic Instruction in English (SDAIE) strategies that promote academic discourse such as Guided Language Acquisition Design (GLAD) and Language Stations will be provided to elementary teachers.</p> <p>Teachers of English Language Development (ELD), sheltered content courses, courses for Long-term English learners, and Dual Language Immersion will be provided with opportunities to receive follow-up professional development, collaboration and planning time. Collaboration time includes opportunities to refine and explore EL student data analysis, response to intervention and use of curricular materials and programs such as Wonders/Maravillas, StudySync, Rosetta Stone for ELD, English 3D for academic discourse and Imagine Learning en Español for dual language immersion support.</p>	<ul style="list-style-type: none"> <li>▪ District and site administration</li> <li>▪ Teachers</li> <li>▪ Counselors</li> <li>▪ Instructional specialists</li> <li>▪ Instructional coaches</li> </ul>

How will the LEA:	Persons Involved/Timeline
<p><b>Implement effective programs and activities</b>  The instructional program for EL students in Alvord includes:</p> <ul style="list-style-type: none"> <li>• Structured English Immersion (SEI)</li> <li>• English Language Mainstream (ELM)</li> <li>• Alternative Program (ALT)</li> <li>• Dual Language Immersion (DLI) - parents may submit an application for students entering kindergarten</li> </ul> <p>All language program options provide English Language Development (ELD) and access to core content through Specially Designed Academic Instruction in English (SDAIE) strategies.</p> <ul style="list-style-type: none"> <li>• TK-5, EL students are grouped together by no more than two sequential English language proficiency levels for ELD.</li> <li>• 6-12 level, an additional block of time (1-2 periods) is designated for ELD (ELD I, II, III), where EL students with beginning to moderate English skills are scheduled together for instruction.</li> <li>• TK-12 EL students with somewhat to well-developed English skills are scheduled into general education classrooms with EL-authorized teachers. ELA teachers provide ELD instruction as part of scaffolding for ELs within their ELA instruction.</li> </ul> <p>The ELA instructional program is aligned with the Common Core State Standards (CCSS) and ELD standards. The District has identified supporting ELD standards in the units of study. Additionally, the district has purchased new curricular materials that support ELA and ELD at the elementary level (Wonders – McGraw-Hill) and ELD materials at the secondary level (StudySync - McGraw-Hill).</p> <p>Opportunities have been provided for instructional staff to receive training on integrated and designated ELD, reclassification criteria and instructional strategies that support second language acquisition.</p>	<ul style="list-style-type: none"> <li>▪ District staff</li> <li>▪ EL office staff</li> <li>▪ Community Worker EL</li> <li>▪ Teachers</li> <li>▪ Bilingual Instructional Assistants</li> <li>▪ Instructional specialists</li> <li>▪ Instructional coaches</li> <li>▪ Counselors</li> </ul>
<p><b>Ensure English proficiency and academic achievement</b>  To ensure English proficiency and academic achievement for English learners the district will:</p> <ul style="list-style-type: none"> <li>• provide coaching and support to ensure consistent implementation of designated and integrated ELD</li> <li>• monitor the consistent implementation of designated and integrated ELD</li> <li>• review master schedules to ensure all EL students receive Reading/Language Arts and English Language Development</li> <li>• provide guidance and support to site leadership to increase reclassification rates and decrease long-term English learner percentages</li> <li>• identify supplemental instructional materials to support high quality language instruction</li> <li>• purchase identified supplemental materials and supplies to support language instruction in ELD, sheltered courses, Advanced Academic Language Development (AALD) for long-term English learners, and dual language immersion</li> <li>• provide teachers of ELD, sheltered content courses, Advanced Academic Language Development and dual language immersion with opportunities to receive follow-up professional development, collaboration and planning time including EL student data analysis and response to intervention</li> <li>• provide extended learning opportunities through the district Expanded Learning (after-school program) for EL students to support language development and access to core content</li> <li>• provide data chats for ELs to inform them of their progress toward reclassification</li> </ul>	<ul style="list-style-type: none"> <li>▪ District and site administration</li> <li>▪ Teachers</li> <li>▪ Counselors</li> <li>▪ Instructional specialists</li> <li>▪ Instructional coaches</li> <li>▪ Expanded Learning staff</li> </ul>

How will the LEA:	Persons Involved/Timeline
<p><b>Promote parent, family, and community engagement in the education of English learners</b>  All schools organize family participation activities in the areas of parenting, communicating, learning at home, decision-making, collaborating with the community and volunteering with an emphasis on English learner families. Schools engage parents in ways that improve student attendance, attitudes, behavior, graduation rates, achievement, health and post-secondary plans. Schools form a School Site Council (SSC) and an English Learner Advisory Committee (ELAC) that consists of staff, parents, and community members.</p> <p>Each year these two groups review school-wide and target group assessment data, including EL students, in math and English language arts, English language proficiency, and attendance. Parent advisory groups offer suggestions for improvement at the site, monitor plan implementation, and evaluate the plan's effectiveness.</p> <p>District English Learner Advisory Committee (DELAC) reviews district level assessment in Reading/language arts/English Language Development and mathematics and offer suggestions for program improvement. DELAC meetings held throughout the school year give parents and the community opportunities to provide input on several issues including but not limited to the following:</p> <ul style="list-style-type: none"> <li>• Development or revision of a district master plan of education programs and services for English learners, taking into consideration the site level school plans.</li> <li>• Conducting a district-wide needs assessment on a school-by-school basis.</li> <li>• Establishment of district programs, goals, and objectives for programs and services for English learners.</li> <li>• Annual language census data.</li> <li>• Review and comment on the district's reclassification procedures.</li> </ul> <p>Interpreters are regularly provided and materials are translated.</p> <p>The District provides parent education in the form of classes, workshops and/or trainings. An example of training/assistance targeted for parents of English learners is how to access the student information system. Parents learn to navigate the student information system to view their child's attendance, grades, assessment results, and college and career readiness.</p>	<ul style="list-style-type: none"> <li>▪ District and site administration</li> <li>▪ Parent Education and Family Engagement Office Staff</li> <li>▪ Teachers</li> <li>▪ Counselors</li> <li>▪ Instructional Specialists</li> <li>▪ Instructional Coaches</li> <li>▪ Student Information System staff</li> </ul>

**Other Authorized Activities** LEAs receiving or planning to receive Title III EL funding may include authorized activities. \*

Describe all authorized activities chosen by LEA relating to: Supplementary services as part of the language instruction program for English learners.	Persons Involved/Timeline
<p>Provide primary language support to EL students with emerging English proficiency - <b>Bilingual Instructional Assistants</b> (BIAs) will be utilized to ensure students have access to instruction, core content, and academic standards:</p> <ul style="list-style-type: none"> <li>• strong academic language skills in a student's home language supports the acquisition of academic language in English</li> <li>• through the use of primary language at the beginning phase of second language acquisition, EL students have immediate access to core content; subsequently EL students engage in learning critical concepts and skills across subject areas while developing English language fluency</li> </ul> <p>Provide supplemental support to English learners and immigrant students and their families - <b>Community Worker</b> will provide guidance and support to EL and immigrant students and their families. Below are examples of Community Worker duties:</p> <ul style="list-style-type: none"> <li>• be a liaison between parents, teachers, and school officials, arranging conferences, explaining school programs and services to parents, helping to resolve issues that may arise, encouraging parent involvement with school programs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bilingual Instructional Assistants</li> <li>▪ Community Worker EL</li> <li>▪ Instructional Specialists</li> <li>▪ English Learner Support Services Staff</li> <li>▪ State &amp; Federal Programs Staff</li> </ul>

<ul style="list-style-type: none"> <li>actively seek information or resources that can be beneficial to immigrant students and their families, i.e. providing information about free clinics, free and/or low cost medical care, emergency food and shelter, parenting classes, ESL classes for parents, free educational classes, as well as any other information that can be of benefit</li> <li>assign Rosetta Stone licenses to eligible immigrant students new to the language to support their English language development</li> </ul> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/allowablecosts.asp">http://www.cde.ca.gov/sp/el/t3/allowablecosts.asp</a> for a list of allowable EL activities</p>	<ul style="list-style-type: none"> <li>Site Administration</li> </ul>
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## Plan to Provide Services for Immigrant Students

Please complete the table below if the LEA is receiving or planning to receive Title III immigrant funding. \*

Describe all authorized activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth.	Persons Involved/Timeline
<p>Listed below are all the allowable activities and supplementary services out of Title III/Immigrant:</p> <ul style="list-style-type: none"> <li>provide family literacy, parent training, and community outreach</li> <li>purchase educational materials, supplies and technology</li> <li>provide professional development opportunities and support for personnel, including teachers, counselors and paraprofessionals, who provide services to immigrant children and youth</li> </ul> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/allowablecosts.asp">http://www.cde.ca.gov/sp/el/t3/allowablecosts.asp</a> for a list of allowable Immigrant activities</p>	<ul style="list-style-type: none"> <li>English Learner Support Services Staff</li> <li>State &amp; Federal Programs Staff</li> <li>Site Administration</li> <li>Community Worker EL</li> <li>Bilingual Instructional Assistants</li> <li>Instructional Specialists</li> <li>Instructional Coaches</li> <li>Teachers</li> <li>Counselors</li> <li>Parent Education and Family Engagement Staff</li> </ul>