

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: 54-71837 LEA Name: Burton School District Title III Improvement Status: Year July 1, 2016-June 30, 2019

Fiscal Year: 2016-17 LEP Amount Eligibility: \$101, 184.00 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>Implement programs and activities in accordance with Title III: The Burton School District (BSD) provides services to English Learners to ensure that they are acquiring English language proficiency and recouping academic deficits. Each English Learner receives a program of instruction in English Language Development in order to develop proficiency in English. The district language arts curriculum is based on the 2010 English Language Arts standards and 2012 English Language Development (ELD) standards of the State of California. To ensure that English Learners meet the standards, classroom teachers use the ELD standards as the guide to delivering appropriate integrated instruction for English Learners needing additional and specific support. Additionally, the district employs a full time EL Coordinator to support principals and their teachers in implementing the new ELD Framework and standards along with two six hour paraprofessionals who deliver intense intervention for LTEL students.</p>
	<p>Use the subgrant funds to meet all annual measurable achievement objectives (AMAOs): The district uses a variety of curriculum and supplemental materials to support language proficiency goals. Student progress in language proficiency is monitored through weekly Achievement Team staff development time using standard specific multiple measures. Instructional adjustments are made when a language learner student is found to have deficiencies. The site principal and the district EL Coordinator monitor EL data and collaborate to support professional development based on site needs. Burton School District promotes student growth in language proficiency through yearly CELDT level progress as measured by the proficiencies levels of Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Additionally, BSD will focus on LTEL progress through paraprofessional intervention.</p>

	<p>Hold the school sites accountable through an English Learner goal in the Single Plan for Student Achievement reported in the LCAP. The district EL Coordinator and the site principal will focus professional development and site teacher coaching on the SPSA/LCAP EL goal. The weekly staff Achievement Team meetings will disaggregate data based on individual language learners.</p>				
	<p>Promote parental and community participation in programs for ELs through planned activities, such as, family literacy nights, school attendance awareness and celebrations, and intervention goals. Translation staff will be available at all district/school events to support significant language subgroups.</p>				
<p>How the LEA will:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source (LEP, Immigrant, or other)</p>	
	<p>B. Required Content</p>	<p>Provide high quality language instruction through:</p> <ul style="list-style-type: none"> • High quality professional development with imbedded ELD instructional strategies and data analysis • Ongoing coaching for individual teacher instructional support • Ongoing coaching for specific ELD strategy support • EL Coordinator to collaborate with site principals and design specific designated and integrated instructional coaching • Specific EL instructional strategies aligned to district initiatives • Provide targeted LTELs additional small group instruction in reading and writing 	<p>The English Learner Group</p> <p>EL Coordinator</p> <p>District Coaches</p> <p>EL Instructional Aides</p>	<p>50% Title III</p> <p>50% Title III</p>	<p>\$53,184.00</p> <p>\$48,000.00</p>
<p>Provide additional high quality professional development for language proficiency through collaboration between the site principal and the EL Coordinator focusing on the site SPSA EL goal.</p>		<p>EL Coordinator</p>			<p>Included above</p>

C. Required for Year 2	Goal 2 Improvement Plan Addendum* (IPA) for items 1-3: Please describe the factors contributing to failure to meet AMAO target(s).				
D. Required for Year 4	Goal 2 IPA* for items 1-3: Please describe the factors contributing to failure to meet AMAO target(s). Burton School District did not meet the AMAO I target. Prior to the 14-15 school year Burton experienced a teacher staff turnover of 50%. New teachers had limited training in strategies for designated and integrated instruction.				
	Please describe all required modifications to curriculum, program, and method of instruction. Burton District hired an outside consultant, The English Learner Group, to provide all nine district school sites with a coach to provide ongoing professional development for the entire staff and individual teachers, as identified through site principal and coach collaboration. BSD is beginning to train teaching staff in ELA/ELD Frameworks.	Site Principals & Consultant District Coaching Staff			LCAP funded LCAP Title I

*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
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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: AR reading Lexia ST Math iPad Apps *Please see http://www.cde.ca.gov/sp/el/t3/leprogrview.asp for a list of allowable LEP activities</p>	School principals			Title I LCAP
F. LEP Overall Budget		LEP 2% for Administrative/Indirect Costs:		0	
		LEP Estimated Costs Total:		\$101,184.00	

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 Activities	<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families Adult English classes Parent Liaison contact for all newcomers Spanish English Dictionaries *Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	<p>2 Teaching Staff</p> <p>8/16-6/17 New Liaison</p> <p>8/16 order dictionaries</p>		\$500.00	<p>LCAP</p> <p>LCAP</p> <p>Title III Immigrant</p>

H. Immigrant Overall Budget	Immigrant Administrative/Indirect Costs:	
	Immigrant Estimated Costs Total:	\$500.00