

## Title III LEA Plan Performance Goal 2

**All 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:** 19644510000000    **LEA Name:** Downey Unified School District    **Title III Improvement Status:** Year 4+

**Fiscal Year:** 2016 - 2017    **EL Amount Eligibility:** \$329,940    **Immigrant Amount Eligibility:** N/A

### Plan to Provide Services for English Learner Students

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| Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement. |   |
| <b>How the LEA will:</b>   |   |
| <b>A. Required Content</b>   | <p><i>Implement programs and activities in accordance with Title III:</i><br/>Downey Unified School District will utilize Title III funds to provide a comprehensive program of language instruction to ensure that LEP students attain English proficiency and meet grade level expectations and high levels of achievement. These activities will be supported by effective high-quality professional development for teachers and support staff to ensure their ability to understand and use District approved curricula, materials, and assessments.</p>   |
|  | <p><i>Use the subgrant funds to meet all accountability measures:</i><br/>As part of our Local Control Accountability Plan, the District provides a comprehensive program of language instruction in both integrated and designated English Language Development, high quality differentiated instruction in the core curriculum to all English Learners in order for them to meet all accountability measures.</p>   |
|  | <p>A steady continuous growth of academic achievement has been a consistent trend for DUSD. The Title III funds will be utilized to address specific needs of EL students in order for them to attain English proficiency. The district will continue to support our EL population that has been designated as Long Term ELs by facilitating and implementing the EL curriculum at our middle schools (English 3D) and for our high schools (Edge). Additional instructional materials, including supplemental texts, audio-visual technologies, laptop carts for all middle and high schools to be used for EL students, and native-language materials are provided as needed. High quality professional development is provided to teachers of English Learners to deepen their knowledge and skills related to effective instruction that supports and accelerates EL language proficiency and high achievement in core content areas.</p> |
|  | <p>In addition, Title III funds will be utilized to support the transition, planning, and training for the new ELA/ELD adoption materials. A cohort of teachers, coaches, and administrators have been attending trainings in order to learn more about the new standards for ELA/ELD and the materials that are being recommended. This cohort is taking the lead for the district in order to inform and research the best avenue for DUSD.</p>   |

*Hold the school sites accountable:*

All school sites address how they measure the academic achievement of their subgroups (including EL students) through their Single Plan for Student Achievement (SPSA). Every school must address ELA and Math goals and how they will measure these goals and the progress monitoring tools that will be utilized to attain this information. Actions are directly tied the success of all students. Sites must also address how they will involve parents in this goal and how their input and training will be accomplished. As part of their SPSA, data analysis is an integral part of this plan. The plans include the disaggregation of data for their English Learners. This analysis includes a narrative of their findings and how they are going to specifically address the needs of EL students.

As part of our Local Control Accountability Plan, we utilize a tool that assists our district in monitoring the implementation of Common Core State Standards instruction in order to support and ensure a high level of implementation districtwide. This same tool will be used to measure the effectiveness of the professional development provided to our teachers of EL students and monitor the implementation of strategies that support language acquisition at high levels of proficiency. These results will be used to provide DUSD insight on the quality of professional development and the next steps for implementation.

*Promote parental and community participation in programs for ELs:*

DUSD will promote parental and community participation through the following actions:

- English Learner parent representation as part of our Parent Advisory Committee (PAC) for our Local Control Accountability Plan (LCAP). They provide input on our LCAP and ensure that our EL subgroup is represented and voice their input on action items on the LCAP that support our EL population.
- Continue to expand our Community Based English Tutoring (CBET) program to more school sites. Currently, it is at 10 of our 20 sites.
- Continue to expand our District Parent Academies that provide parent pathways in the areas of Family Support, Student Achievement, and Parent Leadership at School Sites.
- Continue to promote, encourage, and train board participation on ELAC, DELAC, PAC, SSC and other school and district parent groups.
- Provide translation equipment and an interpreter for simultaneous Spanish interpretation at School Board meetings.
- Organize parent fieldtrips to visit school sites in order to observe programs that our English Learners participate in throughout the school year (STEAM, PLTW, ELD, 21<sup>st</sup> CLC, etc).
- Organize parent fieldtrips to visit parent programs (CBET).

| How the LEA will:      |  | Persons Involved/<br>Timeline | Related Expenditures | Estimated Cost | Funding Source |
|------------------------|--|-------------------------------|----------------------|----------------|----------------|
| B. Required Content    | <i>Provide high quality language instruction:<br/>See Section D</i>  |                               |                      |                |                |
|                        | <i>Provide high quality professional development:<br/>See Section D</i>  |                               |                      |                |                |
| C. Required for Year 2 | <b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b><br>N/A<br><b>Please describe the factors contributing to failure to meet desired accountability measures.</b><br>N/A   |                               |                      |                |                |
| D. Required for Year 4 | <b>Goal 2 IPA* for items A-B:</b><br><b>Please describe the factors contributing to failure to meet desired accountability measures.</b><br><br>DUSD continues to strive for high levels of achievement for all students. Our AMAO targets are not met but we acknowledge that we are very close in attaining the targets. For AMAO 1, our percentage for meeting this target was 60.5% and actual result was 55.9%. For AMAO 2, our percentage for meeting the cohort of less than 5 years was 24.2% and we exceeded this target with a result of 25.8%. For AMAO 2, our percentage for meeting the cohort of 5 years or more was 50.9% and the actual result was a close 49.8%. Our AMAO 3 participation rate target was 99% and our graduation for English Learners was 84.79% as compared to our district overall graduation rate of 96%. Although we did not fully meet all the targets, we continue to see growth as a district.<br><br>In addition, here are other metrics utilized to analyze EL performance:<br><br>CELDT Percentage of ELs attaining English Proficiency:<br>Grades K-2 26%<br>Grades 3-5 38%<br>Grades 6-8 47%<br>Grades 9-11 49% |                               |                      |                |                |

CAASPP Percentage of ELs who scored Below Standard:

|          |           |            |
|----------|-----------|------------|
| Grade 3  | 43% (ELA) | 37% (Math) |
| Grade 4  | 56%       | 42%        |
| Grade 5  | 62%       | 72%        |
| Grade 6  | 68%       | 85%        |
| Grade 7  | 80%       | 84%        |
| Grade 8  | 77%       | 81%        |
| Grade 11 | 66%       | 95%        |

At all grade levels, CAASPP data reflects that EL students are struggling in the area of Math and more specifically in the area of Problem Solving. The ELA data also demonstrates that our EL students struggle with reading and writing. These two areas signify the need to continue to support our ELs with our CGI initiative and help them utilize those CGI strategies that support them in communicating effectively both orally and in writing what their thinking process is while solving math problems.

The Instructional staffs at the site levels have identified a need for a stronger and more robust Tier II/III intervention plan that will address the needs of EL students. DUSD will enhance the instructional strategies specifically designed to meet the needs of English Learners who are not meeting their growth targets for multiple years. In addition, support is needed for newcomers and the teachers that support them. They need materials and programs in the students' native language in order to support them in gaining access to the core content curriculum.

Teachers and administrators have also expressed a need for more training around the new ELA/ELD standards and materials in addition to more intensified intervention strategies.

As part of our Needs Assessment, parents and teachers continue to express the need for more training for parents and how they can support their children in the area of math and writing. As part of the LCAP survey, parents expressed a high need for more training on how they can help their child with the new Math standards and the District Math Initiative (CGI).

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| <p><b>Please describe all required modifications to curriculum, program, and method of instruction.</b></p> <p>Primary Language Support for Newcomers (Spanish)</p>   | <p>EL Coordinators<br/>EL Specialist</p>         | <p>Supplemental Materials and Supplies (i.e Rosetta Stone)</p> | <p>\$10,000</p> | <p>Title III</p> |
| <p>In addition to our core professional development which is part of our district's comprehensive Professional Development plan, we will deepen and amplify professional development throughout the areas of integrated and designated ELD in alignment with the California ELA/ELD Framework, UDL, and in connection with districtwide initiatives. In addition, the EL Specialist will support site EL coordinators in the implementation of intervention strategies, GLAD strategies, and SIOP lesson plan design support.</p> | <p>EL Teacher Specialist<br/>EL Coordinators</p> | <p>Sub Pay Supplemental Materials for training</p>             | <p>\$20,000</p> | <p>Title III</p> |

|  |   |   |           |           |
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| Develop and deliver high quality professional development for K-12 teachers of English Language and administrators on SIOP Lesson Design, including but not limited to modeling and coaching cycles embedded in the professional development plan. | EL Teacher Specialist<br>EL Coordinators                  | Sub Pay<br>And/or Teacher<br>Extra Pay                                    | \$10,000  | Title III |
| District EL Teacher Specialist will provide professional development throughout the district in the area of language development, progress monitoring, and student feedback.   | Asst. Sups. of<br>Education<br>Director ISP<br>Principals | Cost of EL<br>Teacher<br>Specialist                                       | \$130,000 | Title III |
| Supplemental instructional materials for English Learners needing intensive intervention, targeted instruction (Tier II/III)   | Teacher<br>EL Coordinators                                | Supplemental<br>Texts (English<br>3D, Edge, etc)<br>Technology<br>Devices | \$20,000  | Title III |
| Supplemental training materials for second language acquisition professional development.  | EL Teacher<br>Specialist                                  | Supplemental<br>Texts<br>Duplication                                      | \$10,000  | Title III |
| Teachers of English Learners and administrators participation in high quality professional development focusing on deepening and extending instruction for English Learners foundational math and specifically using CGI strategies.               | Principals<br>Teachers<br>EL Coordinators                 | Sub Pay<br>And/or Teacher<br>Extra Pay                                    | \$20,000  | Title III |
| Extended day intervention/tutoring for English Learners.   | Teachers  | Teacher Extra<br>Pay<br>Contract<br>Personnel                             | \$30,000  | Title III |
| Summer Intensive Intervention program for Long Term English Learners to provide them targeted instruction in ELA, ELD, and Math.   | Teachers<br>EL Specialist                                 | Teachers Extra<br>Pay   | \$43,342  | Title III |

| LEAs receiving or planning to receive Title III EL funding may include allowable activities. |  | Persons Involved/<br>Timeline                          | Related Expenditures | Estimated Cost | Funding Source |
|--|--|--|----------------------|----------------|----------------|
| E. Allowable Activities  | <p><b>Describe all allowable activities chosen by LEA relating to:</b><br/>Supplementary services as part of the language instruction program for EL students</p> <ul style="list-style-type: none"> <li>• Parent trainings and workshops in order to support students' English language acquisition, mastery in core content curriculum, use of technology</li> <li>• Upgrading curriculum and assessments to support extended day interventions and intensified instruction.</li> </ul> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp">http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp</a> for a list of allowable EL activities</p> | Director ISP<br>EL Teacher<br>Specialist<br>Principals | Training Materials   | \$30,000       | Title III      |
|  |  | Teachers<br>EL<br>Coordinators                         | Teacher Extra Pay    |                | Title III      |
| <b>F. EL Overall Budget</b>  |  | EL 2% for Administrative/Indirect Costs:               |                      | \$6,598        |                |
|  |  | EL Estimated Costs Total:                              |                      | \$329,940      |                |

### 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/<br>Timeline            | Related Expenditures | Estimated Cost | Funding Source |
|---|--|--|----------------------|----------------|----------------|
| G. Allowable Activities   | <p><b>Describe all allowable activities chosen by LEA relating to:</b><br/>Enhanced instructional opportunities to immigrant students and their families</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/immprogrview.asp">http://www.cde.ca.gov/sp/el/t3/immprogrview.asp</a> for a list of allowable Immigrant activities</p> | N/A                                      | N/A                  | N/A            | N/A            |
|   |  | Immigrant Administrative/Indirect Costs: |                      | N/A            |                |
| <b>H. Immigrant Overall Budget</b>  |  | Immigrant Estimated Costs Total:         |                      | N/A            |                |