

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: 56-72553 LEA Name: Pleasant Valley School District Title III Improvement Status: Year 4

Fiscal Year: 16-17 EL Amount Eligibility: \$51,085 Immigrant Amount Eligibility: \$0

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>Goal 2C AMAO 3</p> <p>Instruction An ELD Support Teacher funded by Title III will provide additional small-group, differentiated ELA/ELD instruction to identified EL students at Rancho Rosal School.</p> <p>Progress Monitoring The PVSD ELA/ELD Program Coordinator and the District ELD Support Teacher will provide the following services:</p> <p><u>Assessment:</u> Administer additional diagnostic assessments (above and beyond district-created ELD and ELA assessments) to targeted ELs, analyze results, report findings and recommendations to staff and parents.</p> <p><u>Analysis:</u> Analyze and report assessment results to teachers and administrators</p>
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Goal 2 D: High Quality Professional Development

The PVSD ELA/ELD Coordinator and the District ELD Support Teacher will develop and facilitate the following workshops and trainings to be offered to PVSD teachers and administrators throughout the 2016-2017 school year:

PVSD ELD/ELA Assessments: Training on administration, scoring, and analysis of district-created English Language Development (ELD) assessments, accompanied by an analysis of their alignment to student performance on district ELA assessments

Progress Monitoring & Instructional Planning: As requested, additional in-depth analysis of EL performance in all areas of academics, assistance with instructional planning, monitoring student progress, and reporting to parents.

EL Leadership Team Workshops: In-depth training on best practices for ELs; One teacher leader from each school site receives additional training and serves as his/her site resource working collaboratively with colleagues. EL Team members will receive stipends for their attendance at afterschool EL Leadership Team Workshops.

Progress Monitoring of ELs with IEPs: Training will be provided for teachers of students with IEPs. This training is in addition to the SELPA and PVSD special education department trainings.

Instructional Strategies: Additional workshops (above and beyond regular trainings) will be provided on the 2012 ELD and California State Standards and best instructional practices for ELs in ELA, ELD and content areas.

Additional in-depth professional development will be provided to district ELD support teachers on the components of the newly adopted ELA/ELD publisher materials and the ELA/ELD Framework which address implementation of Designated ELD. All teachers will receive training in the newly adopted materials which focus on State ELA & 2012 ELD standards (Integrated & Designated ELD).

Coaching Services

Ongoing additional coaching that includes: demonstration lessons, one-to-one teacher support, and/or small-group teacher support will be provided by the ELA/ELD Coordinator and the ELD Support Teacher on an as-needed basis.

PD for the ELA/ELD Coordinator and the District ELD Support Teacher

The PVSD ELA/ELD Coordinator and the District ELD Support Teacher will attend conferences such as CAFE, and/or the Ventura County Office of Education workshops to enhance professional capacity to support student progress in ELA, ELD and mathematics.

	<p>Use the subgrant funds to meet all accountability measures</p> <p>Title III sub grant funds will be used to meet accountability measures of proficiency for ELs through providing the following: additional ELD instruction via certificated teachers, ELD assessment training and analysis, progress monitoring of the EL program and individual achievement of identified English Learners, professional development focusing on: newly adopted ELA/ELD publisher materials, state ELA and 2012 ELD standards, best practices for effective ELD instruction, and coaching provided by the ELA/ELD Coordinator and District ELD Support Teacher.</p>
	<p>Hold the school sites accountable</p> <p>When comparing CAASPP 2016 results with 2017 results, the percentage of English learners attaining proficiency in Reading/Language Arts will increase by 5% in order to move toward state-defined expectations for proficiency in Reading/Language Arts.</p> <p>When comparing CAASPP 2016 results with 2017 results, the percentage of English learners attaining proficiency in Mathematics will increase by 5% in order to move toward state-defined expectations for proficiency in mathematics.</p> <p>PVSD ELD Progress Monitoring Assessments: PVSD has developed progress monitoring assessments aligned to the 2012 ELD Standards in the areas of speaking, listening, reading comprehension and writing. These assessments were developed in 2014 after learning of the results of the alignment study which was conducted by the state in regard to CELDT and the 2012 ELD standards. This study determined that the speaking, listening, reading, and writing components of CELDT were most aligned to the ELD standards. The PVSD ELD assessments are administered to identified EL students three times per year as a tool to monitor progress toward proficiency. The results of these assessments are used to make instructional decisions for each individual student and are also used as one of the PVSD reclassification criteria. Data is monitored by the Language Acquisition Office.</p> <p>Analysis of District Assessments/Benchmarks, CELDT and SBAC results are used to determine progress toward state expectations of proficiency and to evaluate and determine program effectiveness. Based on data analysis, needs are identified and goals are put in place for sites and the District.</p>
	<p>Promote parental and community participation in programs for ELs</p> <p>Goal 2E Parent and Community Participation</p> <p>In addition to school site parent workshops, the EL Program Coordinator and the district ELD support teacher will facilitate parent</p>

workshops. Parents of ELs have been surveyed in regard to desired topics. Examples of workshop topics: Language Acquisition, Understanding Report Card Grades, ELD Standards, Oral Language Development, Literacy, Academic Language Development, and Ways That Parents Can Support Math and Literacy at Home.

Parent Conferences: All EL parents are given the opportunity (in writing) to request a conference regarding student progress and services. Individual conferences will be conducted by the ELD Support Teacher and/or the ELA/ELD Coordinator in person or via phone, per parent's request. This is in addition to the scheduled classroom teacher conferences.

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	ELD Teacher- Oct. 2016- May 2017	Certificated Teacher	\$14,000	Title III EL
	An ELD Support Teacher will provide additional small-group, differentiated ELA/ELD instruction to identified EL students at Rancho Rosal School.				
	Progress Monitoring & Instructional Planning: As requested, additional in-depth analysis of EL performance in all areas of academics, instructional planning, and monitoring student progress and reporting to parents.	ELA/ELD Coordinator ELD Support Teacher 16-17 School Year		\$5,000	Title III EL
	Ongoing additional coaching that includes: demonstration lessons, one-to-one teacher support, and/or small-group teacher support will be provided by the ELA/ELD Coordinator and/or the ELD Support Teacher on an as-needed basis.	ELA/ELD Coordinator ELD Support Teacher 16-17 School Year	PD Days	\$4500	Title III EL
	The PVSD ELA/ELD Coordinator and the District ELD support teacher will attend conferences such as CABE, and/or the Ventura County Office of Education workshops to enhance professional capacity to support student progress in ELA, ELD and mathematics. They will then provide professional learning opportunities for staff on best practices for English language development (language instruction).	ELA/ELD Coordinator ELD Support Teacher 16-17 School Year	PD Days	\$4000	Title III EL
In addition to school site parent workshops, the EL Program Coordinator and the district ELD support teacher will facilitate parent workshops. Parents of ELs have been surveyed in regard to desired	ELA/ELD Coordinator			\$1,000	Title III EL

	<p>topics. Examples of workshop topics: Language Acquisition, Understanding Report Card Grades, ELD Standards, Oral Language Development, Literacy, Academic Language Development, and Ways That Parents Can Support Math and Literacy at Home</p> <p>Parent Conferences: All EL parents are given the opportunity (in writing) to request a conference regarding student progress and services. Individual conferences will be conducted by the ELD Support Teacher and/or the ELA/ELD Coordinator in person or via phone, per parent’s request. This is in addition to the scheduled classroom teacher conferences.</p>	<p>ELD Support Teacher 16-17 School Year</p> <p>ELA/ELD Coordinator ELD Support Teacher 16-17 School Year</p>		<p>\$800</p>	<p>Title III EL</p>
	<p>Provide high quality professional development</p> <p>PVSD ELD/ELA Assessments: Training on administration, scoring, and analysis of district-created English language Development (ELD) assessments, accompanied by additional analysis of their alignment to student performance on district ELA assessments and support in determining areas of ELD instruction for each student based on assessment results.</p> <p>Progress Monitoring & Instructional Planning: As requested, additional in-depth analysis of EL performance in all areas of academics, instructional planning, and monitoring student progress and reporting to parents.</p> <p>EL Leadership Team Workshops: In-depth training on best practices for ELs; One teacher leader from each school site receives additional training and serves as his/her site resource working collaboratively with colleagues. EL Team members will receive stipends for their attendance at afterschool EL Leadership Team Workshops.</p>	<p>ELA/ELD Coordinator ELD Support Teacher PVSD Staff 16-17 School Year</p> <p>ELA/ELD Coordinator ELD Support Teacher 16-17 School Year</p> <p>ELA/ELD Coordinator</p>	<p>PD Days</p>	<p>\$5000</p> <p>\$3500</p> <p>\$4300</p>	<p>Title III EL</p> <p>Title III EL</p> <p>Title III EL</p>

	<p>Progress Monitoring of ELs with IEPs: Training will be provided for teachers of students with IEPs. This training is in addition to the SELPA and PVSD special education department trainings.</p>	<p>ELD Support Teacher PVSD Staff 16-17 School Year</p>	<p>PD Days or Afterschool Meeting-Teacher Stipends</p>	<p>\$2000</p>	<p>Title III EL</p>
	<p>Instructional Strategies: Additional workshops (above and beyond regular trainings) will be provided on the 2012 ELD and California State Standards and best instructional practices for ELs in ELA, ELD and content areas.</p>	<p>ELA/ELD Coordinator ELD Support Teacher PVSD Staff 16-17 School Year</p>	<p>PD Days</p>	<p>\$1500 Title III \$1500 LCFF</p>	<p>Title III EL LCFF</p>
	<p>Additional in-depth professional development will be provided to district ELD support teachers on the components of the newly adopted ELA/ELD publisher materials and the ELA/ELD Framework which address implementation of Designated ELD.</p>	<p>ELA/ELD Coordinator ELD Support Teachers 16-17 School Year ELA/ELD Materials Purchase</p>	<p>Publisher Consultant and PD Days</p>	<p>\$1700</p>	<p>Title III</p>

<p style="text-align: center;">C. Required for Year 2</p>	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</p> <p>See section D, Year 4 for PVSD</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p>
<p style="text-align: center;">D. Required for Year 4</p>	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>PVSD has consistently met or exceeded AMAO 1 and AMAO 2, but not met AMAO 3 (Met percent proficient or Above for English Learner student group) which was the determining factor in not meeting accountability measures.</p> <p>PVSD AMAO History:</p> <p>12-13: AMAO 1: Target: 57.5% Percent Meeting: 65.5% / AMAO 2: Cohort 1: Target 21.4% Percent Meeting: 41.1% / Cohort 2: Target: 47.0% Percent Meeting: 54.1% / AMAO 3: Proficient or Above: Not met</p> <p>13-14: AMAO 1: Target: 59% Percent Meeting: 67.8% / AMAO 2: Cohort 1: Target 22.8% Percent Meeting: 38.1% / Cohort 2: Target: 49.0% Percent Meeting: 60.1% / AMAO 3: Proficient or Above: Not met</p> <p>14-15: AMAO 1: Target: 60.5% Percent Meeting: 63.8% / AMAO 2: Cohort 1: Target 24.2% Percent Meeting: 36.3% / Cohort 2: Target: 50.9% Percent Meeting: 58.8% / AMAO 3: Proficient or Above: Not met</p> <p>15-16: AMAO 1: Target: 62.0% Percent Meeting: 67.0% / AMAO 2: Cohort 1: Target 25.4% Percent Meeting: 38.7% / Cohort 2: Target: 52.8% Percent Meeting: 59.4% /Participation Rate: Met</p> <p>CELDT: 51% of PVSD students tested in 15-16 scored Early or Advanced overall on CELDT (this includes all students tested-- initials and annuals)</p> <p>In reviewing 2015 SBAC results, an average of 68% of ELs in grades 3-8 scored Above or At/Near Standards in Listening and 66% scored Above or At/Near in Research/Inquiry. In the areas of Reading and Writing, an average of 50% of ELs in grades 3-8 scored Above or At/Near Standards. In Mathematics, an average of 33% of students in grades 3-8 scored Above or At/Near standards in Concepts and Procedures. An average of 46% of 3-8 grade students scored Above or At/Near on Problem Solving and Modeling/Data Analysis and 55% of 3-8 grade students scored Above or At/Near in the area of Communicating Reasoning.</p> <p>This analysis reflects the increased rigor of the CCSS, and the language demands required on SBAC. Title III programs and activities outlined in the Title III LEA Plan have been chosen to address the increased rigor and seek to provide ELs the opportunity to become proficient in English and reach high academic standards.</p>

	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>ELD support teacher at Rancho Rosal School to provide additional Designated ELD aligned to content</p> <p>ELD Support teachers to provide additional Designated ELD instruction at Pleasant Valley School of Engineering and Arts and Tierra Linda.</p> <p>Professional Development for staff on the 2012 ELD Standards, State CCSS, Integrated and Designated ELD, and best practices for ELA and ELD instruction. Fall 16-17</p> <p>PVSD ELD Assessments aligned to 2012 ELD Standards for progress monitoring administered three times per year. Results are used to determine each student’s individual language development needs and to guide instruction to meet those needs. A review the assessments and administration will presented to all staff in fall 16-17. Additional analysis of student performance on District ELD & ELA assessments followed up by instructional support.</p>	<p>ELD Support Teacher Oct.-May 16-17</p> <p>ELD Support Teachers Oct-May 16-17</p> <p>ELA/ELD Coordinator Fall 16-17</p> <p>ELA/ELD Coordinator & ELD Support Teacher</p>	<p>Certificated Teacher</p> <p>Certificated Teachers</p> <p>Content Specialist from County Office of Education</p> <p>PD at Staff Meetings PD Days</p>	<p>\$14,000</p> <p>\$25,000</p> <p>\$10,000</p> <p>\$5000</p>	<p>Title III</p> <p>LCFF</p> <p>LCFF</p> <p>Title III</p>
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<p>Supplemental instructional materials, Fountas and Pinnell Leveled Literacy Intervention, were purchased in the Spring of 2015 to assist with literacy & language development. All 1st-3rd grade teachers received training from an outside consultant. District-wide implementation will continue in 16-17. New teachers will be trained in the system and Reading TOSAs will support all teachers at all sites.</p>	<p>ELA/ELD Coordinator District Reading Teachers on Special Assignment (TOSA) 16-17</p>	<p>PD Days</p>	<p>\$3000</p>	<p>LCFF</p>
<p>Implementation of newly adopted State identified Program 2 ELA materials in 16-17 which provide instruction for both ELA and Integrated and Designated ELD. Publisher selected for K-5: Benchmark Advance and for 6-8: Houghton Mifflin Harcourt Collections. Publishers will provide trainings in August, September and October 2016. Additional trainings will be provided for ELD Support teachers on the Designated ELD components.</p>	<p>ELA/ELD Coordinator Teachers on Special Assignment (ELA & Reading) (TOSAs) 16-17</p>	<p>Consultants from Publisher PD Days</p>	<p>All Staff \$40,000 LCFF ELD Support Teachers \$1700 Title III</p>	<p>LCFF Title III</p>
<p>EL Leadership Team Workshops: In-depth training on best practices for ELs; One teacher leader from each school site receives additional training and serves as his/her site resource working collaboratively with colleagues.</p>	<p>ELA/ELD Coordinator 16-17</p>	<p>Afterschool Meeting-Teacher Stipends</p>	<p>\$4300</p>	<p>Title III</p>
<p>Instructional Strategies: Additional after-school workshops (above and beyond regular trainings) will be provided on the 2012 ELD and California State Standards and best instructional practices for ELs in ELA, ELD and content areas.</p>	<p>ELA/ELD Coordinator ELD Support Teacher 16-17</p>	<p>Afterschool Meeting-Teacher Stipends</p>	<p>\$1500 Title III \$1500 LCFF</p>	<p>Title III LCFF</p>

	<p>Ongoing additional coaching that includes: demonstration lessons, one-to-one teacher support, and/or small-group teacher support will be provided by the ELA/ELD Coordinator and the ELD Support Teacher on an as-needed basis.</p> <p>3 sections of ELD at Monte Vista Middle School (in 15-16 there were 2 sections—an additional section of ELD has been added for 16-17)</p> <p>Zero period added to provide the opportunity for ELs to access core and elective courses at Monte Vista Middle School</p> <p>PD provided on the State Content Area Literacy Standards and access in the content areas for 6-8 teachers via workshops presented by the County Office of Education Content Specialists scheduled for October 2016. (Teachers received training in 15-16 as well).</p> <p>Parent Involvement: Workshops: Topics as requested by parents Conferences with ELA/ELD Coordinator and/or ELD Support Teacher (in addition to scheduled parent conferences)</p>	<p>ELA/ELD Coordinator District ELD Support Teacher 16-17</p> <p>Certificated Teachers 16-17</p> <p>Certificated Teachers 16-17</p> <p>ELA/ELD Coordinator Oct. 2016</p> <p>ELA/ELD Coordinator ELD Support Teacher 16-17</p>	<p>PD Days</p> <p>Certificated Teachers</p> <p>Certificated Teachers</p> <p>County Office of Ed Content Specialists PD Day</p>	<p>\$4500</p> <p>\$45,000</p> <p>\$45,000</p> <p>\$2000</p> <p>\$1000 \$800</p>	<p>Title III</p> <p>LCFF</p> <p>LCFF</p> <p>LCFF</p> <p>Title III</p>
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*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

E. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <p>Allowable activities and expenditures have been addressed in detail in Sections A, B and D.</p> <p>Activities as described in sections A & B include: ELD Support Teacher Progress Monitoring, Assessment and Analysis Professional Development EL Leadership Team Coaching Parent & Community Participation</p> <p>Program Modifications and Improvements (section D)</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>					
	F. EL Overall Budget	EL 2% for Administrative/Indirect Costs:	\$1021.70			
		EL Estimated Costs Total:	\$47,300.00			

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</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	N/A			
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		\$0	
		Immigrant Estimated Costs Total:		\$0	