

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: 07617960110973 ___ **LEA Name: Richmond College Preparatory Title III Improvement Status: Year 0**

Fiscal Year: 2016-17 _____ **EL Amount Eligibility: \$16,496** **_Immigrant Amount Eligibility: _**

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>Richmond College Preparatory (RCP) provides a base professional development program for staff which addresses the standards, including ELD, and base core programs, including K-5 <i>Reach</i> and 6th grade <i>Inside</i>, the base core ELD programs. Title III funds are used to provide supplemental professional development in effective instructional practices for designated and integrated ELD. Consultants work with teachers in grade level teams and individual coaching settings throughout the year. Professional development includes: formative and summative assessments, using assessments to inform instruction and monitor progress toward language proficiency and academic content goals, effective instructional practices for ELD and content areas, more in-depth implementation of the ELD Standards and linguistics for teachers.</p> <p>RCP purchases supplemental materials to support English learners during ELD and core curriculum. These materials are in addition to the base core programs.</p>
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	<p>Use the subgrant funds to meet all accountability measures</p> <p>RCP uses Title III funds to provide supplemental professional development for staff to improve the quality of education for English learners and ensure that our English learners achieve proficiency in English and master grade level standards. RCP has exceeded the AMAO 1, 2 and 3 targets.</p>
	<p>Hold the school sites accountable</p> <p>RCP has a robust formative assessment to identify English learners in need of intervention in math, ELA and ELD. Academic conferencing occurs after each benchmark. Additionally, English learners are monitored with summative data to determine if they are making adequate progress toward meeting reclassification criteria. Administration and teachers analyze annual CELDT, formative ELD assessments, benchmark, DRA and SBAC results to ensure that adequate progress is being made toward meeting established goals. The analysis is done in whole staff professional development, lead teacher team meetings, grade level collaboration meetings and individual teacher meetings with consultant and/or administration. Action plans for instruction and intervention are developed, implemented and monitored.</p> <p>Additionally, student progress on benchmark and summative assessments are reviewed at the monthly Friday parent meetings, with the Board and with the School Site Council (SSC).</p>
	<p>Promote parental and community participation in programs for ELs</p> <p>RCP has an active and involved parent community. In 2015-16 the position of Director of School Culture was added. Her primary role is school climate and parent/community participation. The Home Visits program will be expanded. Communication with parents is translated. Bilingual staff, including administration, office staff, teachers and instructional aides, provides interpreting as needed, such as in the office, at parent meetings and individual conferences. An Annual Parent Survey is administered each spring and the results are evaluated and used to develop an action plan for improvement. The 92% of responses to the 2014-15 Annual Parent Survey were positive. An automated caller is used to augment communication with parents. RCP has established a monthly parent meeting where information is provided about the school, including presentations on topics of interest to the parents. Additionally, Family Math and Family Literacy nights are provided.</p>

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; RCP provides high quality language instruction through both designated and integrated ELD. English learners receive daily ELD instruction, differentiated by their English language proficiency level. For designated ELD, EL students are grouped by proficiency level at each grade level. Throughout the rest of the instructional day, teachers provide scaffolded instruction based on the students' language proficiency. Each teacher has a full-time instructional aide to support differentiation to meet the needs of all students. All teachers are appropriately authorized to teach English learners.	Administration; teachers, instructional aides, consultants Timeline: Ongoing	Consultants to provide professional development;	\$13,000	Title III LEP
			Teacher stipends	\$2,000	Title III LEP
			Supplemental materials	\$1,496	Title III LEP
	The effectiveness of the EL programs is determined when administration and teachers analyze annual CELDT and state academic assessment results. If goals have not been met, plans are developed for modifying/changing EL programs as needed. Administration and teachers also analyze formative ELD assessments, benchmark, DRA and SBAC results to ensure that adequate progress is being made toward meeting established goals. The analysis is done in whole staff professional development, leader teacher team meetings, grade level collaboration meetings and individual teacher meetings with consultant and/or administration. Action plans for instruction and intervention are developed, implemented and monitored. The quality of the programs is determined through on-going classroom observations by administration and consultants.				
	RCP will use Title III funds to provide supplemental professional development in the ELD Standards and effective instructional practices				

	<p>for designated and integrated ELD. Consultants will work with teachers in grade level and individual settings throughout the year during the work day and outside of the work day. Professional development includes: formative and summative assessments, using assessments to inform instruction and monitor progress toward language proficiency and academic content goals, effective instructional practices for ELD and content areas, more in-depth implementation of the ELD Standards and linguistics for teachers.</p> <p>RCP will purchase supplemental materials to support English learners during ELD and core curriculum. The core ELD programs are <i>Reach (GRK-5)</i> and <i>Inside (Gr6)</i>. Planned purchases include ancillary materials from <i>Reach</i> and EL dictionaries and thesaurus dictionaries.</p>				
	<p>Provide high quality professional development</p> <p>RCP will provide supplemental, high quality professional development for improving outcomes for English learners that includes on-going job-embedded activities. Consultants will work with teachers in grade level and individual settings during the work day and outside of the work day throughout the year. Professional development includes: ELD Standards, designated and integrated ELD, formative and summative assessments, using assessments to inform instruction and monitor progress toward language proficiency and academic content goals, effective instructional practices for ELD and content areas (e.g. Specially-Designed Academic Instruction in English) and linguistics for teachers (e.g. role of primary language proficiency in developing English).</p>	<p>Administration; teachers, instructional aides, consultants</p> <p>Timeline: Ongoing</p>	<p>Consultants to provide professional development;</p> <p>Teacher stipends</p>	<p>See above</p> <p>See above</p>	<p>See above</p> <p>See above</p>

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 desired accountability measures.</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 desired accountability measures.</p>				
	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p>				

LEAs receiving or planning to receive Title III EL 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 EL students</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:			
		EL Estimated Costs Total:		\$16,496	

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