

**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: 19650600000000 LEA Name: Torrance Unified Title III Improvement Status: Year 3**

**Fiscal Year: 2016-2017 EL Amount Eligibility: \$325,330 Immigrant Amount Eligibility: \$69,900**

## 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><b>Implement programs and activities in accordance with Title III</b></p> <p>To ensure all students can be successful, English learners are provided support until they become Fluent English Proficient (FEP). The instructional model in all TUSD classrooms for English learners (EL) is a program of Structure English Immersion (SEI). The program takes place in the regular classroom and/or support classes. All instruction is taught in English using primary language instruction and/or materials as support (when available). The program includes English Language Development (ELD) and subject areas taught in a way English learners can understand, also known as Specially Designed Academic Instruction in English (SDAIE). The participation in this program is only known by the student’s teachers and site administration. At the end of each school year, every EL student is re-evaluated to determine his or her English language ability.</p> <p>To acquire a new language, a person must understand what is being heard or read. It is a process which takes time. It takes approximately two years to become proficient with basic, everyday communication of a new language; it takes five to seven years to become proficient at an academic level [source(s) needed]. Participation in the Torrance Unified School District English learner program will maximize the student’s academic success through Structure English Immersion (SEI), English Language Mainstream, and, alternatively, Dual Language Immersion. The major goals for the English Learner Program are to develop proficiency in the English language and to have access to the core curriculum. The student will continue in the program until reclassified to Fluent English Proficient (FEP).</p>
	<p><b>Use the subgrant funds to meet all accountability measures</b></p> <p>TUSD utilizes Title III subgrant funds to supplement the core English Learner program. All Title III funds are utilized centrally in accordance with state and federal regulations, and primarily support additional services that are already in place as funded by local dollars. In particular, the Language Assessment Center staff consists of one Director, 4 full time Program Specialists, 3 full time Translators, and one full time Staff Assistant. All of these staff members are funded out of LCFF dollars and provide direction to the TUSD English Learner program on a daily basis.</p> <p>Title III funds are directed strategically to support targeted needs identified by the regular full time staff, and are principally directed to fund professional development, parent outreach, and extended learning opportunities for English Learners in TUSD. Details of the specific actions supported via Title III funds are provided in the goals and actions within the TUSD LEA Plan Goal 2.</p>

**Hold the school sites accountable**

TUSD is a multi-lingual district. It is committed to a strong academic curriculum for all students, including equal access to the core curriculum for English learners, which leads to grade promotion and a high school diploma. The instructional program for English learners consists of combinations of ELD, SDAIE, primary language support, and instruction that reinforces a positive self-image and promotes cross-cultural understanding.

Currently TUSD conducts monthly ELD Leadership meetings and collaboration with teacher representatives from all 30 schools to further review, reflect and strategize on formative EL student reading/language development, as well as summative performance data and its impact on the overall program and EL student supports. Schools are required to set goals for EL achievement in their Single Plan for Student Achievement (SPSA), and must report their progress to the district office, as well as to their School Site Council and ELMAC on a regular basis. In addition, each Language Assessment Center Program Specialist is assigned a group of schools to oversee in terms of EL programs and achievement, and is expected to hold each site accountable for effective implementation of appropriate actions to support EL's.

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

Parents/guardians play a critical role in their students' success. Therefore, communication between the school and the home is very important. Report cards, notes home, conferences, back to school night, and open house are opportunities for parents/guardians to meet with their child's teacher(s) and monitor their child's progress. In addition, the school handbook is another tool for parents to use to become familiar with their child's school. Students are also expected to complete homework regularly. Parents should provide a place for their child to do his/her homework and regularly monitor the homework so that assignments are being completed.

Through the District English Learner Multicultural Advisory Committee (DELMAC), the Language Assessment Center also works with parents to provide them the tools to ensure their students are academically successful. Engaging parents through DELMAC, allows them to be active participants in their child's education and learning. DELMAC also offers opportunities for parents of English learners to contribute to their student's local school community. Additionally, the District hosts an annual conference providing parents information through workshops and a resource fair.

<b>How the LEA will:</b>		<b>Persons Involved/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source (EL, Immigrant, or other)</b>
<b>B. Required Content</b>	Provide high quality language instruction				
	A. English Learners will receive opportunities to extend learning time beyond the regular school day, including additional support materials.	Intervention teachers	Teacher hourly/salary	\$30,000	Title III – EL
	B. English Learners will receive summer learning opportunities, including additional support materials.	Teachers	Teacher hourly/salary	\$28,000	Title III - EL
	Provide high quality professional development				
	A. Provide teachers with professional development to deepen the support of ELD standards implementation within EL support classes.	Program Specialists, Resource Teachers	Teacher hourly/salary	\$13,500	Title III – EL
	B. Provide additional Guided Reading training to all elementary teachers and Intervention teachers to assist teachers in specific differentiation strategies and supports for EL students.	2 Additional Guided Reading Resource Teachers	Resource Teacher salary	\$225,000	Title III – EL
C. Provide additional training and professional development for teachers to support expanded learning strategies for EL students in Math, and other disciplines, including specific differentiation for supporting academic/content specific language.	Program Specialists, Resource Teachers	Teacher hourly/salary	\$15,330	Title III - EL	

<b>C. Required for Year 2</b>	<p><b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b> Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>Historically, TUSD English Learners have performed above the state target(s) with regard to AMAO's 1 &amp; 2, including making progress to increase performance most years since the inception of CST's. Dating back to 2011, TUSD English Learner's did not meet the state target with regard to AYP on the CST's. As a result, TUSD was placed in Program Improvement with regard to Title III. Below, are excerpts from our most recently updated Title III Program Improvement plan indicating TUSD's achievement in relation to program improvement status.</p> <p>Increase EL percent proficient in ELA by 5%, from 63.9% to 68.9% on the 2013 CST/CAHSEE, and an additional 5% from 68.9% to 73.9% on the 2014 CST/CAHSEE. Updated: By June 2013, the percentage of English learners attaining proficiency in reading/language arts will increase from 63.9% to 68.9%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts. By June 2013, the LEA will continue to meet the 95% participation rate for English learners assessed in Reading/Language Arts.</p> <p>By June 2013, the percentage of English learners attaining proficiency in Mathematics will increase from 68.9% to 73.9%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics. By June 2013, the LEA will continue to meet the 95% participation rate for English learners assessed in Mathematics.</p> <p>Updated 2015: With no CSTs to compare data, TUSD is using the current SBAC to establish a new baseline. For 2015, 27% of ELs met or exceeded the standard in ELA and 33% of ELs met or exceeded the standard for math. Our goal is to increase EL student performance by 5% in both areas for 2016 so 32% OF ELs will met or exceed the standard in ELA in 2016. Additionally 38% of ELs will met or exceed the standard for math in 2016.</p>				
<b>D. Required for Year 4</b>	<p><b>Goal 2 IPA* for items A-B:</b> Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>Not Applicable for TUSD</p>				
	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>N/A</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	<b>Describe all allowable activities chosen by LEA relating to:</b> Supplementary services as part of the language instruction program for EL students				
	A. Further develop resources and offer district-wide presentations, including outreach in home languages to parents of English Learners on ways to best support their student at home.	Director of State & Federal Projects, Program Specialists	Event venue rental, materials & hourly staffing	\$7,000	Title III - EL
<b>F. EL Overall Budget</b>		EL 2% for Administrative/Indirect Costs:		\$6,500	
		EL Estimated Costs Total:		\$325,330	

**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	<b>Describe all allowable activities chosen by LEA relating to:</b> Enhanced instructional opportunities to immigrant students and their families				
	A. Provide summer intensive reading and language instruction for all students who qualify as English Immigrant students, including teacher staffing, books, classroom materials and supplies.	Director of State & Federal Projects, Program Specialists	Teacher hourly/salary, books, materials & supplies	\$66,400	Title III - Immigrant
<b>H. Immigrant Overall Budget</b>		Immigrant Administrative/Indirect Costs:		\$3,500	
		Immigrant Estimated Costs Total:		\$69,900	