

**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: 431039000000 LEA Name: Santa Clara County Office of Education Title III Improvement Status: Year 4  
Fiscal Year: 2016-2017 LEP Amount Eligibility: \$41,276 Immigrant Amount Eligibility: \$0**

**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:**

<b>A. Required Content</b>	<p>Implement programs and activities in accordance with Title III</p> <p><b><u>Alternative Education Department:</u></b> Provide in-classroom supplemental coaching and additional direct support to teachers via a part-time English Learner/English Language Development (EL/ELD) Teacher on Special Assignment (TOSA). In addition, the TOSA will provide all teachers with on-going professional development and teaching resources to increase instructional use of pedagogical strategies for English Learners (ELs) and Long Term English Learners (LTELs).</p> <p><b><u>Special Education:</u></b> In the 2016-2017 school year, Title III funds will be used to implement the following programs and activities. Supplemental materials and online programs will be purchased to supplement the core instructional programs. Teachers will not only engage in quality professional development to assess student learning and teach to the specific and individual learning needs of students learning English in the Special Education program, but will also share their evidence-based practices in Professional Learning Communities (PLCs). The fidelity of the professional development will be monitored by a walk thru data collection process. Parents will be involved in their child’s progress toward English proficiency by not only participating in IEP meetings, but also by participating in regularly scheduled parent trainings, online parent training modules, and school site council/ English Language Advisory Council and District Language Advisory Council.</p>
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Use the subgrant funds to meet all annual measurable achievement objectives (AMAOs)

**Alternative Education Department:**

Subgrant funding will be used to subsidize the salary of the EL/ELD TOSA (Teacher on Special Assignment) who will provide in-classroom supplemental coaching and additional direct support to teachers, as well as all-staff professional development.

**Special Education:**

Subgrant funds will be used to monitor the progress of student learning. Extra duty pay will support lead teachers in developing and delivering teaching modules that help teachers connect individual assessment results (CELDT and Alternative Assessment: Cognitive Academic Language Proficiency: SCCOE CALP) and formative assessment results on the Student Annual Needs Determination Inventory (SANDI) with the Individual Educational Plan for student learning. Students in academic classes will take online lessons in Study Island, a program that gives the students an opportunity to answer questions in the same format design of the Smarter Balanced Assessment Consortium (SBAC) standardize test. The program also offers resources for how to answer questions correctly and the program is specific to students who are learning English.

Funds will be used to increase student English proficiency through the purchase of supplemental teaching materials and the use of technology for language learning, including Rosetta Stone.

Funds will be used to increase student progress in English/Language Arts and Mathematics through professional development. Classroom instruction will support students who are English Learners through the use of a “Language-rich” classroom including ample speaking and listening opportunities, continual use of visuals, realia, graphic organizers and language support for oral and written text. Students will be provided the opportunities to expand oral language speaking and listening activities through pair-share activities; interactive group work; individual and group student presentations. Teachers will incorporate thinking maps into lessons to support student thought process. In addition, teacher will use read-alouds and cloze techniques to develop comprehension skills. Teachers will use explicit teaching strategies and classroom instructional rituals and routines. Teachers will also scaffold instruction to students while focusing on academic language specific to vocabulary, sentence structure and sentence frames. Instruction will integrate ELD according to the ELA/ELD Standards and the ELA/ELD Framework.

Hold the school sites accountable

**Alternative Education Department:**

The sites will review student academic data of student progress, including CELDT scores and 90-day benchmark scores in reading and math. In addition, principals will conduct ongoing classroom walkthroughs using the same protocol to look for examples of targeted, designated and integrated ELD and LTEL instruction and support.

**Special Education:**

<p>Principals will monitor instruction and the fidelity of professional development by using a walkthrough data collection process (online data collection), structured observation, teacher self- assessments on evidenced-based practice checklists and rubrics that show indicators of success. Principals meet monthly with their supervisor in a 1:1 conference to analyze classroom generated data, monitor success and plan interventions.</p>					
<p>Promote parental and community participation in programs for ELs</p> <p><b><u>Alternative Education Department:</u></b> The LEA will promote parental and community participation in programs for EL students such as Parent Project.</p> <p><b><u>Special Education:</u></b> The SCCOE and school sites will implement on-going parent information series and trainings. The SCCOE and site administrators will provide parent education/engagement opportunities on transition to the Common Core State Standards; new English Language Proficiency standards; Local Control Funding Formula and the Local Control Accountability Plan and their relationship to English Learner families. Site based parent education events will occur a minimum of three times a year. Parents will receive personal invitations and on-going information from the school site. Additionally, parents will be invited to trainings that occur on SCCOE center sites closest to their homes.</p> <p>Parent participation will have the opportunity to attend conferences and engage in online parent training modules.</p> <p>Through the use of collaboration between parent leaders/educators, IEP Teams, progress reports, and other such communications, parents/guardians will receive support in understanding student academic performance levels and language acquisition levels.</p> <p>As part of a parent education series parents/guardians will receive support on planning for career and/or college after high school. SPED Parents will receive opportunities to visit Adult Programs and colleges.</p>					
<b>How the LEA will:</b>		<b>Persons Involved/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source (LEP, Immigrant, or other)</b>
<b>B. Required Content</b>	<p><b>B1)</b> Provide high quality language instruction</p> <p><b><u>Alternative Education Department:</u></b> Provide in-classroom supplemental coaching and additional direct support to teachers via a part-time English Learner/English Language Development</p>		1.0 FTE EL/ELD	\$10,071 = .1 FTE	Title III

	<p>(EL/ELD) Teacher on Special Assignment (TOSA). The remainder of the TOSA's time will be dedicated to general English Language Arts support.</p> <p><b><u>Special Education:</u></b> Teachers will coordinate results from assessment sources (CELDT, SCCOE CALPS, Unique, SANDI, Study Island) and the ELD and Common Core Standards to write appropriate IEP English Language Arts and Mathematics goals and develop integrated lesson plans to be evaluated and refined during the school year collaboratively for maximum student success.</p> <p><b><u>Special Education:</u></b> Student assessment results and strategies will be discussed at monthly PLC professional learning community meetings, during collaborative meeting with IEP members, content area meetings and on the online Evidence-Based Practice Showcase. Designated and Integrate ELD instructional strategies will be implemented and refined throughout the school year.</p> <p><b><u>Special Education:</u></b> Teacher will use evidence-based strategies to develop the English academic skills of students who are English Learners. Principals will use a walk thru data collection tool to monitor the use of these SDAIE strategies including visuals, realia, graphic organizers, pair-share activities, interactive strategies, graphic organizers/thinking maps, read-alouds, choral and cloze reading techniques, scaffolding, rituals and routines, sentence structure and sentence frames. Principals will be trained to recognize ELD class strategies in two sessions.</p> <p><b><u>Special Education:</u></b></p>	<p>Director of Alternative Education 2016-17 school year</p> <p>Teacher Leaders and SPED Principals Training within first two weeks of August 2016 and at monthly Staff Meetings</p> <p>SPED Administrators and Teacher PLC leaders Monthly PLC meetings, after school IEP and trainings 8/1/16-6/30/17</p> <p>Administrators, Teachers and Paraeducators, By June 2017</p>	<p>TOSA (AED) (salary and benefits)</p> <p>Trainer costs</p> <p>Trainer cost will include a two day workshop on ELD instructional strategies and online costs</p> <p>Training principals Recognize and record ELD strategies, Edit on online tool to organize data for analysis</p>	<p>\$95,911 = .9 FTE</p> <p>\$5,000</p> <p>\$3,300 for trainer \$5,700 for online templates to share best practices</p> <p>\$3,725 training principals \$5,000 to edit online tool and organize data</p>	<p>LCFF</p> <p>Title III</p> <p>Title III</p> <p>Title III</p>
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<p>Teachers will use Rosetta stone and other supplementary materials to support English Learners in the classroom.</p>	<p>SpEd Director ELD Planning Committee 8/1/16-6/30/17</p>	<p>Rosetta Stone and Supplementary Materials</p>	<p>\$5,000</p>	<p>Title III</p>
<p><b>B2) Provide high quality professional development</b></p> <p><b><u>Alternative Education Department:</u></b> The TOSA will provide all teachers with professional development and teaching resources to increase instructional use of pedagogical strategies for English Language Learners (ELs) and Long Term English Language Learners (LTELs).</p> <p><b><u>Special Education:</u></b> Teachers and administrators will receive supplemental professional development on instructional strategies linked to English Language Development Standards for students who are English Learners.</p> <p><b><u>Special Education:</u></b> Parents of students who are English Learners will have the opportunity to attend parent conferences and participate in online parent learning modules, which help parents understand their child's learning abilities related to process of learning English.</p>	<p>Director of Alternative Education 2016-17 school year</p> <p>ELD Expert, SPED Principals, SCCOE Multilingual Dept. trainers, Feb. 22 &amp; 23, and after school training</p> <p>SPED Director, SPED Planning Team, October, 2016 and 10/1/16- 5/31/17</p>	<p>1.0 FTE TOSA (AED) (salary and benefits)</p> <p>Trainer costs  Materials Cost</p> <p>Development of seven online modules</p>	<p>\$10,071 = .1 FTE</p> <p>\$95,911= .9 FTE</p> <p>Trainer \$4789 Materials Cost \$4,800</p> <p>\$3,962</p>	<p>Title III</p> <p>LCFF</p> <p>Title III</p> <p>Title III</p>

<b>C. Required for Year 2</b>	<p><b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b></p> <p>Please describe the factors contributing to failure to meet AMAO target(s).</p>
<b>D. Required for Year 4</b>	<p><b>Goal 2 IPA* for items A-B:</b></p> <p>Please describe the factors contributing to failure to meet AMAO target(s).</p> <p><b><u>Alternative Education Department:</u></b>  The combination of high student mobility (the average student enrollment length is between 22 days at our Court Schools and one semester at our Community Schools) and low entrance scores (entering students have, on average, a fifth grade reading and math level) means that teachers have limited time to diagnose and address large and persistent academic gaps.</p> <p><b><u>Special Education:</u></b>  In the 2014-2015 school year , 470 students were designated as English Language Learners and this represented 36.2% of the population with 2% identified as redesignated. The 2% redesignation included those students who took the CELDT Test. However, the CELDT test is not an appropriate assessment for most of the students in the Santa Clara County Office of Education, Special Education Program. This group of students, about 85%, of the population, have such severe disabilities, that the majority of these students cannot communicate verbally. Additionally, most of these students experience comorbidity with additional learning barriers including cognitive and physical challenges. In the 2014-2015 school year the number of these students were 400 of the total 470 total population of students who were identified as English Learners. In the 2013-2014 school year teachers were trained on an alternative test called the Cognitive Academic Language Proficiency (SCCOE-CALP). That year, although not recorded as a state test result, seventy students were redesignated by using the results of the SCCOE-CALP, teacher recommendation and classroom data collection and an IEP team decision. In the 2014-2015 school year, 30 students who took the SCCOE-CALP were redesignated.</p> <p>Since most of the students are non-verbal, the teacher is often using their expert judgment on how much the student is learning. In fact, the most successful instructional strategy to support communication is to teach not in English or a primary language, but with picture icons.</p>

<p><b>Please describe all required modifications to curriculum, program, and method of instruction.</b></p> <p><b><u>Alternative Education Department:</u></b> Curriculum modifications have occurred via the adoption of on-line curriculums enabling students to receive instruction at their learning level; the purchase of new CCSS aligned curriculum which includes specific strategies to utilize with EL's including Long Term EL's; and the development of unit modules which differentiate classroom instruction.</p> <p><b><u>Special Education:</u></b> As a modification to the method of instruction to support non-verbal students who are English Language Learners, the visual icon system has been converted from English to Spanish and can be converted to other languages. The modification is not a modification to curriculum.</p> <p>Non-verbal students have been provided Alternative and Augmentative Communication (AAC) systems and devices that allow them to speak through the device. Both students and parents have been trained to use the devices. Students have been able to use a Spanish speaking output to communicate through their device.</p>	<p>SpEd Director</p> <p>SpEd Director</p>	<p>Cost of Communication device and training</p> <p>Cost of Communication device and training</p>	<p>\$6,000</p> <p>\$75,000</p>	<p>Title I</p> <p>Medi-Cal</p>
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LEAs receiving or planning to receive Title III LEP funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>E. Allowable Activities</b>	<p><b>Describe all allowable activities chosen by LEA relating to:</b> Supplementary services as part of the language instruction program for LEP students</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/lepview.asp">http://www.cde.ca.gov/sp/el/t3/lepview.asp</a> for a list of allowable LEP activities</p> <p><b>See Section B Above</b></p>	<b>See Section B Above</b>			
<b>F. LEP Overall Budget</b>		LEP 2% for Administrative/Indirect Costs:		\$1,027	
		LEP Estimated Costs Total:		\$52,374	

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