

**Washington Unified School District
Local Educational Agency Plan
2015 - 2018**

Goal 2: All EL students will become proficient in English and reach high academic standards

Goal 2A: AMAO 1 - Annual Progress Learning English

An increasing percentage of English learners will make annual progress in learning English. By January 2016, the percentage of English learners will increase from 59.0% to 60.5% in order to move towards state defined growth expectations as measured by CELDT.

2A.1 Strategy: Accountability

Hold schools accountable for ELs making annual progress in learning English (AMAO 1)

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
K-5 EL students will receive daily ELD instruction through teaming and regrouping of students across the grade level to provide differentiated instruction in ELD or ELA based on assessed needs.	8/1/14	on going	Asst. Supt of Ed Services	LCFF Base	no additional cost
EL students in 6-8 are provided with appropriate ELD support and access to grade level CCSS in core ELA classes. EL students are scheduled into Encore and/or ELD support classes for additional ELD instruction.	8/1/14	on going	Asst. Supt of Ed Services	LCFF Base	no additional cost
EL 9-12 students on the 4x4 block schedule are assigned to an appropriate ESL or ELD support class in addition to their core ELA instruction. English learners participate in English language instruction for the entire school year, not just one term.	8/1/14	on going	Asst. Supt of Ed Services	LCFF Base	no additional cost
Sites will implement after school ELD programs based on the assesses needs of EL students.	8/1/14	on going	Coordinator of EL	LCFF	\$ 23,460
Teachers will be released to observe ELD Instruction in other classrooms, to debrief the experience and to plan for incorporation of observed strategies into their instruction.	8/1/14	on going	Coordinator of EL	LCFF S/C	\$ 8,550

2A.2 Strategy: English Learner Assessment

Administer the State's EL Assessment

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ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
EL students upon enrollment in a California school will be administered the CELDT for initial placement or for Annual Growth.	8/1/14	on going	Coordinator of EL	LCFF Base	no additional cost

2A.3 Strategy: English Learner Language Program Placement

Place students appropriately based on assessment results

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
Teachers and grade level/department teams will review multiple measures related to EL performance to include: CELDT (with sub scores), ELD progress monitoring, SBAC, District Benchmarks, CAHSEE (10-12), time in US schools, GPA, course completion to properly place students for differentiated instruction. Collaboration occurs during scheduled non-student times, site collaboration time.	8/1/14	on going	Coordinator of EL	LCFF S/C	no additional cost
All required data is collected in Illuminate and can be accessed through a variety of group and individual reports by teachers and administrators and used to provide appropriate intervention for EL students.	8/1/14	on going	Coordinator of EL	LCFF Base - license fee	\$ 135,000

2A.4 Strategy: English Learner Language Instruction

Deliver high-quality English language instruction based on scientifically-based research

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
The district will provide opportunities for teachers to participate in ELD training after school and during release time. Training will address the K-12 ELD Standards, ELA/ELD Framework and effective ELD Strategies.	8/1/14	ongoing	Coordinator of EL	Title III	\$ 43,400

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Maintain and utilize the EL Instructional Task Force to collaborate and refine the WUSD EL Master Plan, based on research-based best practices, to support the district's goal of meeting all AMAO's.	8/1/14	ongoing	Coordinator of EL	LCFF S/C	\$ 5,000
Support the work regarding full implementation of A Look at Learning to support English Learner's at the 3 sites with the largest numbers of English Learners. Supplement the Central Valley Foundation grant with additional collaboration time and planning time. Expand network partners to increase the amount of resources for professional development and support. Hire an English Learner Teacher on Special Assignment to provide coaching of effective instructional strategies for EL student's districtwide in Year II.	8/1/14	ongoing	Assistant Superintendent of Educational Services, Director of C & I, Coordinator of EL	LCFF, CVF Grant	\$ 110,000

2A.5 Strategy: English Learner Progress Monitoring

Monitor student progress regularly and adjust instructional program accordingly

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
Utilize Illuminate to support interim assessments and collection and analysis of student data.	8/1/14	ongoing	Director of Curriculum and Instruction, Coordinator of EL,	LCFF	\$ 135,000
The district Opinion/Argument Writing Assessment will be administered in the fall and in the spring. Administrator, and site staff will analyze data to adjust program to meet student academic needs.	8/1/14	ongoing	Director of Curriculum and Instruction, Coordinator of EL	LCFF	no additional cost
When analyzing summative and benchmark assessments, compare subgroup data on EL with the progress on non EL students to address achievement gap issues.	8/1/14	ongoing	Director of Curriculum and Instruction, Coordinator of EL	LCFF	no additional cost

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ELD Progress Monitoring will be administered in the fall and spring. Administrators and site staff will analyze data to adjust instruction to meet student needs.	8/1/14	ongoing	Coordinator of EL	LCFF	no additional cost
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2A.6 Strategy: English Learner Reclassification

Reclassify English Learners using multiple measures

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
California English Language Development Test will be used as one of the Criteria to Reclassify students. Students need to score Early Advance or Advance in order to meet the criteria.	8/1/14	ongoing	Coordinator of EL	LCFF	no additional cost
Teacher recommendation will be used as a second criteria to Reclassify students. Students need to meet ELD and Academic Content criteria.	8/1/14	ongoing	Coordinator of EL	LCFF	no additional cost
Parent opinion and consultation is the third criteria . EL Intervention specialist reviews data with parents and explains the reclassification process.	8/1/14	ongoing	Coordinator of EL	LCFF	no additional cost
The fourth criterion requires a comparison of student performance on an objective assessment of basic skills in English–language arts.	8/1/14	ongoing	Coordinator of EL	LCFF	no additional cost

Goal 2B: AMAO 2 - English Proficiency

An increasing percent of English learners will attain proficiency in English proficiency annually.

- By January 2016, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 22.8% to 24.2%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.
- By January 2016, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 49.0% to 50.9%, in order move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

2B.1 Strategy: Accountability

Hold schools accountable for ELs attaining proficiency in English

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ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
Technical support provided by EL Coordinator meeting regularly with site administration, English Learner Intervention Specialists and teachers to discuss and evaluate designated and integrated ELD programs and progress of students, including newcomers and Long Term English Learners.	8/1/14	ongoing	Coordinator of EL	LCFF,	no additional cost
When analyzing summative and benchmark assessments, compare subgroup data on EL with the progress on non EL students to address achievement gap issues.	8/1/14	ongoing	Coordinator of EL	LCFF	no additional cost
Establish an EL Instructional Task Force to collaborate and develop an EL Master Plan, based on research-based best practices, to support the district's goal of meeting all AMAO's by 2017.	8/1/14	ongoing	Coordinator of EL	Title III	\$ 3,000
Observe classroom instruction, using the Instructional Rounds Model through Calibrated Observations with teams of teachers, administrators and site staff to provide feedback on the strengths of EL programs and suggestions for improvement.	8/1/14	ongoing	Assistant Superintendent of Ed Services, Director of Curriculum & Instruction,	LCFF	no additional cost

2B.2 Strategy: English Learner Assessment

Administer the State's EL Assessment

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
EL students upon enrollment in a California school will be administered the CELDT for initial placement or for Annual Growth.	8/1/14	on going	Coordinator of EL	LCFF Base	no additional cost

2B.3 Strategy: English Learner Language Program Placement

Place students appropriately based on assessment results

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
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Administrators and site staff will place ELs according to best research practices.	8/1/14	on going	Coordinator of EL	LCFF	no additional cost
Teachers and grade level/department teams will review multiple measures related to EL performance to include: CELDT (with sub scores), ELD progress monitoring, SBAC, District Benchmarks, CAHSEE (10-12), time in US schools, GPA, course completion to properly place students for differentiated instruction. Collaboration occurs during scheduled non-student times, site collaboration time.	8/1/14	on going	Coordinator of EL	LCFF	no additional cost
All required data is collected in Illuminate and can be accessed through a variety of group and individual reports by teachers and administrators and used to provide appropriate placement and interventions for EL students.	8/1/14	on going	Coordinator of EL	LCFF	\$ 135,000

2B.4 Strategy: English Learner Language Instruction

Deliver high-quality English language instruction based on scientifically-based research

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
EL summer school targeting, EL Newcomers, students with an EL1 or EL2 CELDT Level, and LTEL. Summer school teachers will participate in a 2 day intensive PD and additional daily 1.5 hours of PD focused on ELD Standards, ELA/Framework and research based effective EL practices.	8/1/14	ongoing	Coordinator of EL	Title I	100,00
Four Teachers on Special Assignment(TOSA) are available on a site by site basis to provide Coaching, demonstration lessons, lesson planning, and support of effective lesson design and engagement using latest research based practices on effective ELD.	8/1/14	ongoing	Director of Curriculum and Instruction, Coordinator of EL	LCFF Base, Title II	\$ 396,000

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The district will provide opportunities for teachers to participate in ELD training after school and during release time. Training will address the K-12 ELD Standards, ELA/ELD Framework and effective ELD Strategies.	8/1/14	ongoing	Coordinator of EL	Title III	\$ 43,400 (see above)
Research effective curriculum to support designated ELD aligned with CCSS and ELD standards.	8/1/14	on going	Coordinator of EL	LCFF	no additional cost

2B.5 Strategy: English Learner Progress Monitoring

Monitor student progress regularly and adjust instructional program accordingly

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
Periodic grade-level and subject-area meetings for data-driven planning of interventions, differentiation and collaboration.	8/1/14	ongoing	Site Administrator, Site staff, Coordinator of EL	Title II	\$ 76,000
Increase expanded learning opportunities, bases on student outcomes, such as before and after school interventions, enrichment and intersession programs to support targeted students including EL, low-income and foster youth.	8/1/14	ongoing	Coordinator of EL	LCFF BASE, Title I, S/C	\$ 300,000
Utilize Illuminate to support interim assessments and collection and analysis of student data.	8/1/14	ongoing	Director of Curriculum and Instruction, Coordinator of EL,	LCFF	\$ 135,000
The district Opinion/Argument Writing Assessment will be administered in the fall and in the spring. Administrator, and site staff will analyze data to adjust program to meet student academic needs.	8/1/14	ongoing	Director of Curriculum and Instruction, Coordinator of EL	LCFF	no additional cost
When analyzing summative and benchmark assessments, compare subgroup data on EL with the progress on non EL students to address achievement gap issues.	8/1/14	ongoing	Director of Curriculum and Instruction, Coordinator of EL	LCFF	no additional cost

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ELD Progress Monitoring will be administered in the fall and spring. Administrators and site staff will analyze data to adjust instruction to meet student needs.	8/1/14	ongoing	Coordinator of EL	LCFF	no additional cost
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2B.6 Strategy: English Learner Reclassification

Reclassify English Learners using multiple measures

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
California English Language Development Test will be used as one of the Criteria to Reclassify students. Students need to score Early Advance or Advance in order to meet the criteria.	8/1/14	ongoing	Coordinator of EL	LCFF	no additional cost
Teacher recommendation will be used as a second criteria to Reclassify students. Students need to meet ELD and Academic Content criteria.	8/1/14	ongoing	Coordinator of EL	LCFF	no additional cost
Parent opinion and consultation is the third criteria . EL Intervention specialist reviews data with parents and explains the reclassification process.	8/1/14	ongoing	Coordinator of EL	LCFF	no additional cost
The fourth criterion requires a comparison of student performance on an objective assessment of basic skills in English–language arts.	8/1/14	ongoing	Coordinator of EL	LCFF	no additional cost

Goal 2C: AMAO 3 - AYP for EL Subgroup

An increasing percentage of English learners and R-FEP students in the EL subgroup will meet proficiency in Reading/Language Arts

- By June 2016, the percentage of English learners attaining proficiency in reading/language arts will increase from 34.1 to 40.6%, as measured by the CAPA, CAHSEE, and other assessments as developed for CCSS in order to move towards state-defined expectations for proficiency in Reading/Language Arts.
- By June 2016, the LEA will maintain at least 95% participation rate for English learners assesses in Reading/Language Arts.

2C.1 Strategy: Accountability

Hold schools accountable for meeting AYP requirements for the EL subgroup.

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ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
Continue to use federal funds (Title I, Title II & Title III) as described in the WUSD LEA Plan to provide supplemental support to underachieving students through School Wide Programs (SWP). SEE LEA PLAN	8/1/14	ongoing	Assistant Supt of Educational Services		No additional cost

2C.2 English Language Arts Proficiency

Implement standards-based/standards-aligned ELA/ELD instructional materials, including intervention and supplemental materials

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
Research effective curriculum to support designated ELD aligned with CCSS and ELD standards.	8/1/14	on going	Coordinator of EL		no additional cost
Imagine Learning English will be used to support ELD instruction by providing opportunities for students to work at their own instructional level using an adaptive computer-based ELD program. The focus is on students at CELDT levels 1 and 2, but may include higher levels, as appropriate	8/1/14	ongoing	Coordinator of EL	Title III	3-year license purchased 2014-15

2C.3 Strategy: Mathematics Proficiency

Implement standards-based/standards-aligned mathematics instructional materials, including intervention and supplemental materials

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
Provide specific instruction on academic vocabulary related to mathematics, word problems and reasoning to scaffold CCSS rigorous math standards.	8/1/14	ongoing	Director of C & I, Coordinator of EL		no additional cost

2C.4 Strategy: Participation Rate

Ensure that the EL subgroup meets the State academic assessment participation rate for ELA and mathematics

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ACTIONS	Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
EL students will participate in state academic assessment as required.	8/1/14	ongoing	Director of PACE, Director of C & I,	LCFF Base	no additional cost

Goal 2D: High Quality Professional Development

LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

August 2016, 95% of LEA teachers will receive professional development on research-based strategies to improve English learner attainment of English language proficiency per the ELD standards and/or achievement in Reading/Language arts and/or Mathematics in the CCSS, as determined by the LEA needs assessment.

- By August 2016, 100% of LEA administrators will receive professional development on research-based strategies to improve English learner attainment of English language proficiency per the ELD standards and/or achievement in reading/language arts and/or mathematics in the CCSS, as determined by the LEA needs assessment.

- By June 2016, 100% of teachers of English Language Arts/English Language Development will be authorized to teach ELD.

2D.1 Strategy: PD for Teachers

Provide research-based professional development designed to improve the instruction and assessment of English learners.

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
Offer intensive professional development on CCSS, 21 st Century Skills, NGSS and ELD standards through a two-day conference style, paid at the per diem rate, training August 12-13, 2015. Invite all teachers to attend.	8/12/15	8/13/15	Director of PACE, Director of C & I, Director of Career and Technical Education	Title III	20,000
Offer voluntary after school trainings, Mondays of each week focusing on writing, collaboration, formative assessment and technology to enhance student learning and success with ELD. Pay teachers at the hourly contracted rate for PD.	8/1/14	ongoing	Director of PACE, Director of C & I, Director of Career and Technical Education	Title III	\$ 10,000

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Implement a robust early literacy program at pre-K and TK on which to build deep content knowledge for reading, writing, listening and speaking via curriculum, formative assessment, intervention resources and professional development. Focus on EL, low-socioeconomic and foster youth.	8/1/14	ongoing	Director of PACE, Director of C & I, Director of Career and Technical Education	Title III	\$ 10,000
Provide Professional Development through teacher release days, non-students days, afterschool, and Super Saturday events. The focus of Professional Development will be instructional strategies to support student academic success with CCSS including NGSS & ELD. Project Based Learning (PBL) will continue as a district area of focus. Includes cost of MOU's and external expertise.	8/1/14	ongoing	Director of PACE, Director of C & I, Director of Career and Technical Education	Title III	\$47,733

2D.2 Strategy: PD for Administrators

Provide research-based professional development designed to improve the instruction and assessment of English learners.

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
Offer professional development on CCSS, 21 st Century Skills, NGSS and ELD standards during Leadership meetings to ensure that site administrators are knowledgeable about effective EL instruction.	8/1/14	ongoing	Director of PACE, Director of C & I, Director of Career and Technical Education	LCFF	\$ 2,000
LEA staff attends Title III conference to learn about latest research based information, policies, and EL strategies for English Learners.	8/1/14	ongoing	Coordinator of EL	Title II	\$ 5,000
LEA staff attends California Association of Bilingual Education Conference to learn about latest research based information, policies, and EL strategies and best practices for English Learners.	8/1/14	ongoing	Coordinator of EL	LCFF	\$ 5,000

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Continue to offer PD on "A Look at Learning" a comprehensive system for collaborative planning, observation, professional development and improved instruction for EL.	8/1/14	ongoing	Coordinator of EL	LCFF, CVF	\$ 2,000
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2D.3 Strategy: PD for Other Personnel

Provide research-based professional development for other school- or community -based personnel to increase achievement for English

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
Provide professional development for Classified Employees to enhance job growth, positive interactions with students, and collaboration between credentialed and classified systems. Send at least 20 instructional aides to Para educator training in the spring. Meet regularly with CSEA Leadership to plan opportunities for job growth.	8/1/14	ongoing	Director of Planning Accountability & Compensatory Ed	LCFF Base, Title I	\$ 30,000
Build capacity of Home School Liaisons with ongoing professional development.	8/1/14	ongoing	Director of Family Services	LCFF Base, S/C	\$ 2,500

Goal 2E: Parent and Community Participation

LEA will promote the involvement of parents and community members in the education of English learners. • By June 2016, the LEA will improve and increase parent outreach strategies so that 80% of parents are active participants in the education of their children.

2E.1 Strategy: Parent and Community Involvement

Promote parent and community participation in programs for English learners

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
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Teachers and ELAC/DELAC work together to select topics of interest that will increase parent attendance of monthly meetings to provide input and advise on EL Programs and services.	8/1/14	ongoing	Coordinator of EL, EL Intervention Specialist	LCFF, S/C	no additional cost
Utilize Home School Liaisons to connect families with school sites and to strengthen the home school connection between families with a native language other than English and their children's school. Home School Liaisons play a key role in increasing parent involvement through building relationships, fostering of instructional staff capacity to navigate cultural differences and providing personal invitations to school/district events.	8/1/14	ongoing	Director of Family Services	LCFF, S/C	\$ 267,737
Utilize the WUSD District English Learner Advisory Committee (DELAC) to provide input and advise on English Learner Programs, Local Control Accountability Plan (LCAP) and the Local Educational Agency (LEA) Plan. Offer convenient DELAC meeting times, provide light snack, translation and day care. Cost of \$300 per meeting.	8/1/14	ongoing	Coordinator of EL, EL Intervention Specialist	Title I	\$ 2,400

2E.2 Strategy: Parent Training

Provide training for parents of English learners in support of student learning

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
Establish at least 2 sessions of Parent Institute Quality Education (PIQE) at alternate sites, elementary and secondary, during the 2015-16 school year. Ensure that PIQE is provided in English, Spanish and Russian. Promote attendance through the use of Home School Liaisons, social media and school sites.	8/1/14	ongoing	Director of Family Services	LCFF, S/C	\$ 15,000

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As part of Parent University, continue to offer Latino Family Literacy meetings at participating sites. Latino Family Literacy supports early reading foundational skills in the home by promoting parents to read to children in their primary language and to expand on comprehension skills through discussion of literature.	8/1/14	ongoing	Director of Family Services	Title III	\$ 8,445
Provide Parent Trainings, "Parent University" monthly at alternate sites and times to meet the diverse needs of the community. Trainings to include items such as; Making Sense of CCSS, Family Literacy, Preparing students to meet college entrance criteria, Career Technical Opportunities, Preparing children for the 21 st Century world, cyber safety, and more.	8/1/14	ongoing	Administrator of Communication and Community Outreach	LCFF Base	\$ 40,000

Goal 2F: Parental Notifications

The LEA will provide required communications to parents in a timely manner.

- By June 2016, the LEA will continue to provide 100% of parents of EL's with the the following information regarding their children, in a language parents can understand:
 - *identification as EL;
 - *program placement options;
 - *program placement notification;
 - *English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;
 - *academic achievement level;
 - *redesignation information
 - *at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.

2F.1 Strategy: Notify Parents of English Learners as Required

Continue to update and implement an LEA-wide plan to meet parent notification requirements

ACTIONS	Start Date	End Date	Person(s) Responsible	Funding Source	Estimated Cost
The LEA will continue to provide all required parent notification within the required timelines.	8/1/14	ongoing	Coordinator of EL		no additional cost

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DELAC will review the required notifications to EL parents and make revisions, if needed, to address requirements or improve communication.	8/1/14	ongoing	Coordinator of EL		no additional cost
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Elementary and Secondary Education Act Local Educational Agency Plan Goal 2 Budget Update Sample Template

Name of LEA: Washington Unified School District

Fiscal Year: 2015-2016

Total Title III Allocation: LEP \$ 145, 488

Immigrant: \$ _____

LEP Administrative & Indirect Costs (2%): \$ 2,910 (142,578)

Immigrant Administrative & Indirect Costs: \$ _____

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English	Provide PD for high quality instruction based on scientifically based research		43,400
Goal 2B: AMAO 2 - English Proficiency	Establish an EL Taskforce to collaborate and develop EL Master Plan		3,000
Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts			
Goal 2C: AMAO 3 – AYP in Mathematics			

Goal 2D: High Quality Professional Development	Provide high quality professional Development		87,733
Goal 2E: Parent and Community Participation	Latino Family Literacy Programs at various sites across the district in support of EL student learning		8,445
Goal 2F: Parental Notification			
Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)			
Goal 5A: Increase Graduation Rates			
Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs			LEP \$ 142,578 IMM \$ _____

Program Notes:

- I. Activities must be of supplemental nature. Align activities with associated estimated costs.
- II. LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary and reasonable.
- III. Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.