

CDS Code: 30736500000000

	<p>12) - Recommended placement for expanding and bridging levels of English fluency/proficiency; Aligned with ELA/ELD Framework and CCSS ELA and Math, NGSS, and CA ELD Standards; Skill development and grade level mastery with moderate to light support; Explicit instruction for language acquisition throughout the instructional day (Integrated and Designated ELD); SDAIE strategies and differentiation</p>
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Grades 1-12 Intersession Opportunity Programs (Winter, Spring, and Summer)

IUSD continues to develop and provide Intersession Opportunity Programs of various learning designs/options for ELL and immigrant students. These high- due to relocation, transiency, and long term absenteeism (extended visits to home country). Intersession opportunities provide a transitional program for ELL and immigrant students (Grades 9- arrival. Through the Intersession Opportunity Program, IUSD continues to increase the graduation rate for ELL and immigrant students by developing and offering graduation credit recovery options necessary for those ELL and immigrant students who are short the required credits, especially in English Language Arts, due to differences in educational experiences outside the U.S. For ELL and immigrant students in Grades 1-8, IUSD continues to further develop and offer the Extended Learning Summer Program for academic language and literacy skill development.

Supplemental Instructional Materials and Educational Technology

IUSD Language Development Program staff (Coordinator, TOSAs, and Mentors) continue to research, pilot, and implement approved supplemental materials and educational technology that are designed to intensify academic language/literacy skill development in the content areas, especially the interaction with complex non-fiction and informational text.

Support for Students, Teachers, Staff, and Parents/Guardians

IUSD continues to provide additional support staff to school sites based on the unique needs of their students, teachers, staff, and parent/guardian community. This includes, but is not limited to:

1. Site based EL Coordinators and Mentors to facilitate professional learning for staff, provide coaching for teachers, develop/facilitate parent engagement activities, and monitor ELL and immigrant student progress
2. District level TOSAs, Teacher Leaders, and Mentors to continue the leadership, development, and implementation of district-wide programs Newcomers/SEI, Intersession Opportunity Programs and parent engagement activities (CBET, Timely Topics, and Seminars)
3. Bilingual paraprofessionals and Community Liaisons that provide supplemental instructional support in the classroom as well as, facilitate parent outreach activities

Hold the school sites accountable

Replication of Best Practice: IUSD continues to increase the focus on replication of best and sound instructional practices for academic language development through professional learning opportunities:

1. Purposeful design and implementation of language objectives
2. Daily opportunities for the introduction, modeling, practice, and application of newly learned language skills
3. Structured academic discourse that holds students accountable for accurate language use in all forms of communication
4. Instructional delivery that is systematic, intentional and robust, while ensuring rigor, relevance, rehearsal, distributed practice, and cumulative review

Monitoring and Evaluating Program Effectiveness: Program staff (TOSA and Mentors) will monitor (checklists, rubrics, and observation) and support teachers in the implementation of the ELA/ELD Framework, CCSS for Math and ELA, the CA ELD standards and effective learning strategies (SDAIE) for all content areas that specifically target the needs of ELL and immigrant students for meeting state achievement expectations.

Monitoring and Evaluating Student Progress: Teachers continue to develop local formative and summative assessments that measure and monitor academic language skill development, as well as guide the development of effective Tier 1 instruction for English learners in ELA. LEA and site administrators will provide collaboration time, facilitation, and support for classroom teachers to develop the common assessments and engage in an on-going process to read, discuss, and analyze available student data in their PLCs.

Tier 1 Instruction and Intervention: At the district and site levels, IUSD staff continue to refine the process for identifying students who require additional support and/or intervention then proceed to implement appropriate instructional programs accordingly.

Promote parental and community participation in programs for

	<p><i>Provide high quality professional development</i></p> <p>Provide ongoing professional learning in the design of integrated instructional plans using the understanding by design model. Offer specific professional learning opportunities for upper elementary and secondary level teachers that require them to:</p> <ol style="list-style-type: none"> 1. Scaffold language instruction to meet the needs of academic language learners, effectively moving them from one level of language proficiency to the next; 2. Engage needed for providing sheltered instruction in the mainstream classroom; 3. Develop instructional plans that include language objectives for strengthening and integrating academic language development within the context of language use and learning across curricular areas; 4. Develop an understanding of the correlation between CCSS and the CA ELD standards as well as receive guidance for implementation. <p>Provide opportunities for teachers and support staff to participate in professional learning on the establishment of classroom routines, learning strategies, and the use of technology that facilitate and encourage active student engagement, collaboration with peers, and interaction with difficult text/content.</p> <p>Provide training and facilitation needed to replicate parent outreach and involvement activities at school sites and expand programs overall</p> <p>Create effective and collaborative data teams that:</p> <ol style="list-style-type: none"> 1. Develop and implement a comprehensive progress monitoring system for EL achievement and proficiency; 2. Develop common formative and summative assessments that inform instruction and intervention decisions as well as ensure students do not incur irreparable academic deficits; 3. Utilize additional collaboration time for data review, analysis of assessment results and discussion of the implications for EL student performance in each part of the assessment. 	<p>Language Development Programs Coordinator, TOSAs, Mentors, and Lead Teachers on EL Curriculum Committees</p> <p>2016-2017</p>	<p>Certificated Staffing</p> <p>Release time/Conference Attendance /Stipends/ Materials</p> <p>Stipends and Registration Fees</p> <p>Certificated Stipends Data Teams</p>	<p>\$ 235,000.00</p> <p>\$ 15,000.00</p> <p>\$ 24,000.00</p> <p>\$ 50,000.00</p>	<p>LCFF Supplemental</p> <p>Title III LEP</p> <p>Title III LEP</p> <p>LCFF Supplemental</p>
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D. Required for Year 4	Goal 2 IPA* for items A-B:				
	Please describe the factors contributing to failure to meet desired accountability measures.				
	N/A				
	program, and method of instruction.				

LEAs receiving or planning to receive Title III EL funding may include allowable activities.

Persons
Involved/
Timeline

Related
Expenditures

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
<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families</p> <p>IUSD continues to develop and provide Intersession Opportunity Programs of various learning designs/options for ELL and immigrant students. Intersession opportunities provide a transitional program for immigrant students (Grades 9- from the IUSD academic year at the time of arrival. IUSD continues to offer graduation credit recovery in these programs. For students in Grades 1-8, IUSD continues to further develop and offer the Extended Learning Summer Program for academic language and literacy skill development. Site team collaboration and professional learning opportunities provide for and facilitate curriculum development and instructional design for these programs. Paraprofessionals are assigned to classrooms as well as intersession and extended learning programs to provide supplemental instructional support. Training opportunities for bilingual staff focus on the strategies needed to assist students in the classroom as well as develop the skills needed to facilitate parent courses</p>				

G. Allowable Activities