

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: 3367124 **LEA Name:** Moreno Valley Unified School District **Title III Improvement Status: Year:** 4+
Fiscal Year: 2016-2017 **LEP Amount Eligibility:** \$644,385 (Projected) **Immigrant Amount Eligibility:** \$23,901

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:	
A. Required Content	<p>Implement programs and activities in accordance with Title III</p> <p>All English Learners receive Designated and Integrated ELD instruction. In order to ensure program success, the following activities will be in place:</p> <ol style="list-style-type: none"> 1. Provide daily instruction for all ELs through both Designated ELD and Integrated ELD in all content areas, TK-12 2. Provide supplemental instructional support in ELD by using research based instructional strategies to increase student engagement 3. Conduct lesson demonstrations and classroom observations to monitor implementation of Designated ELD curriculum (Project Moving Forward, Language Power, English 3D, Read 180 Universal, other) 4. Provide professional development on the use of the California and ELD Standards and math 5. Provide extensive supplemental real-time coaching to ensure implementation of program with fidelity 6. Continue to utilize supplementary materials for newcomers (Rosetta Stone, Imagine Learning, Academic Vocabulary Toolkit, other) 7. Identify EL strands on master schedules for placement of newcomer EL students 8. Support sites in identifying school-wide strategies and routines to ensure delivery of integrated ELD
	<p>Use the subgrant funds to meet all annual measurable achievement objectives (AMAOs)</p> <ol style="list-style-type: none"> 1. Purchase supplemental materials including licenses to address individual students' linguistic proficiency needs to enhance instruction for English Learners 2. Provide supplemental ELD training for teachers and Instructional Assistants on new ELD curriculum, standards, and EL strategies 3. Provide supplemental training on research-based instructional strategies and routines for ELs

Hold the school sites accountable

1. Monitor accurate placement of EL students in ELD and core courses by reviewing master and student schedules at the beginning of each term
2. Regularly use and analyze curriculum-embedded ELD and MAP assessments during PLC's to inform instruction and ensure student success
3. Hold monthly meetings with EL Specialist/Facilitators to update them on Federal Program Monitoring requirements as they pertain to: placement, reclassification, EL and RFEP monitoring, interventions, data analysis, AMAO targets, among others, and collect related documentation following specified timelines
4. Hold Data chats with Principals to:
 - Review site awareness reports (current CELDT data)
 - Discuss reclassification criteria
 - Identify qualifying students for reclassification (sorted by readiness)
 - Explain Data Chat process to occur with students
 - Identify and develop action plan for interventions for LTELs and students not normatively progressing
5. Participate in lesson observations with consultants/PD Specialists to look for trends to be addressed during future trainings
6. Support sites in setting up a system for teacher participation in Action Learning Walks
7. Principals submit Walkthrough logs and Summaries to the Chief Academic Officer for review and feedback

Promote parental and community participation in programs for ELs

1. Provide training for parents in areas identified by Parent Needs Assessment (i.e. PELI, PIQUE, Families in Schools, other)
2. All schools have a functioning ELAC committee which meets at least 5 times a year
3. Inform DELAC and ELACs about AMAO results, interventions, and parent resources
4. Provide access to language-based software, such as Rosetta Stone licenses to support language development for parents
5. Provide access to technology and resources through the district Parent Center and at an increasing number of school sites
6. Provide workshops for parents to develop skills, techniques, and strategies to assist children at home (i.e. Kids Learn)
7. Communicate with all parents via site/district newsletters, district/school websites, and Parent Link on various English Learner topics in English and Spanish (translation as needed)

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (LEP, Immigrant, or other)
B. Required Content	<p>Provide high quality language instruction:</p> <ol style="list-style-type: none"> 1. Use newly adopted ELA/ELD curricular materials and supplementary ELD materials during protected ELD time where students are grouped by proficiency level to meet individualized linguistic needs 2. Provide training for EL Instructional Assistants once per quarter to support the classroom teacher with ELD strategies and instructional routines 3. Provide supplemental training for teachers on the effective implementation of ELD to increase student engagement and access to the core 4. Provide professional development to include lesson demonstrations, real-time coaching, and peer teacher observations on the use of the California and ELD Standards across the curriculum including math 	ELL Dept. PD Dept. Principals	<p>Supplementary Materials</p> <p>Substitutes</p> <p>Consultants</p>	<p>\$1,300,000</p> <p>\$20,000 \$230,000</p> <p>\$45,000 \$120,000</p>	<p>LCFF Base</p> <p>Title III - LEP LCFF Base</p> <p>Title III - LEP LCFF Base</p>
	<p>Provide high quality professional development:</p> <p>As a result of high quality professional development,</p> <ol style="list-style-type: none"> 1. All teachers of English learners will be trained on the implementation of ELD standards during Designated and Integrated ELD 2. During weekly PLCs, teachers will review best practices to improve instruction based on student data analysis in ELA and Math 3. As a result of on-going coaching and instructional support, teachers will increase rigor for all English Learner students to accelerate learning using the California ELA Literacy/ELD standards by modifying instructional delivery and monitoring student progress 4. Professional Development staff will provide training for all teachers on effective, researched based, instructional strategies with a specific focus on student engagement addressing the four language domains 5. Use formative assessments to inform instruction in ELA and Math 6. Provide monthly meetings/training for EL site Specialists/Facilitators to disaggregate data and support teachers of EL's 	ELL Dept. Staff Principals	<p>PD Specialists Salaries and Benefits</p> <p>Consultants Extra Duty Pay Conference related expenses</p>	<p>\$469,956.97</p> <p>\$7,500 \$13,623.03 \$70,000</p>	<p>Title III - LEP</p> <p>Title III - LEP LCFF Base</p>

C. Required for Year 2

Goal 2 Improvement Plan Addendum* (IPA) for items A-B:

Please describe the factors contributing to failure to meet AMAO target(s).

D. Required for Year 4

Goal 2 IPA* for items A-B:

Please describe the factors contributing to failure to meet AMAO target(s).

- Large number of LTEL that are stagnate at level 3
- Not all CELDT level 3, 4, and 5 are assigned a designated ELD course
- Limited exposure to academic language to address the rigor of Mathematics and ELA
- Outdated materials not aligned to the standards
- Inconsistent use of outdated materials
- Limited accountability as evidenced by insufficient focus on EL strategies during walkthroughs
- Inconsistent implementation of Integrated ELD across all subjects due to varying levels of teacher understanding
- Introductory training of Integrated and Designated ELD was provided, however continued training is needed

Please describe all required modifications to curriculum, program, and method of instruction.

- Currently in the process of piloting/adopting SBE-approved ELA curriculum
- Continue to purchase TK-12 ELD curriculum (Project Moving Forward, Language Power, English 3D, Read 180 Universal, other) for all ELs in Designated ELD settings
- Contract with publishers to provide initial and extensive **supplemental** training on newly adopted ELD curriculum and instructional strategies and routines
- Contract with publisher to provide extensive supplemental coaching opportunities through release time for lead teachers on how to embed new standards into the core curriculum (Operationalizing ELD standards)
- Contract with RCOE to provide supplemental training of ELD strategies to PD Specialists and lead teachers on Integrated ELD and on how to meet the specific needs of LTELs at all proficiency levels addressing all domains

EL Director	Purchase Order for Materials	\$1,000,000	LCFF Base
EL Director Principals Professional Development Specialist	Substitutes Registration at Workshops/Conferences/Contractors/Consultants	\$210,000 \$49,917.30	LCFF Base Title III - LEP

<p>Monitor that all sites provide 30 minutes of Designated ELD by proficiency level in K-5 and one period in grades 6-12 as evidenced by site bell schedule and/or master schedules</p> <p>Increase amount of student academic discourse during instruction as supported by design of the newly district adopted curriculum and New ELD standards</p> <p>Expand English 3D course offerings at all secondary sites for LTELs</p> <p>Identify and implement District-wide EL strategies (i.e. CFU, Sentence Frames, TPS, other) using multiple engagement techniques daily in the four language domains</p> <p>Continue to purchase upgraded supplementary and intervention materials such as Imagine Learning and Rosetta Stone to support K-5 language development/support and monitor effective use of materials</p>	EL Director Principals	Extra Duty Pay		
	Teachers			
	Principals			
	Teachers			
	EL Director	Licenses	\$10,500 \$100,000	Title III - LEP LCFF BASE

*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.

LEAs receiving or planning to receive Title III LEP 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 LEP students:</p> <p>Continue to purchase upgraded and current supplementary and intervention materials such as Imagine Learning to support language development</p> <p>Continue to purchase upgraded supplementary materials for grades 6-12 to increase rigor and prepare students for mastery of California Standards supported by research such as Reparable Harm addressing the importance of academic language for LTELs</p> <p>Arrange supplementary visits to observe model lessons and provide follow-up demonstration lessons for grade levels or teachers as a result of walk through observations and teacher requests</p> <p>Purchase and make Rosetta Stone available to newcomer students</p> <p>Provide supplementary support through real-time coaching</p> <p>Contract with staff and outside partners to increase parent participation and knowledge on how to navigate through the educational system</p> <p>Provide babysitting and translation services to increase parent involvement</p> <p>Please see http://www.cde.ca.gov/sp/el/t3/lepprogview.asp for a list of allowable LEP activities</p>	<p>EL Director EL Coordinator EL Specialist Principals Teachers</p>	<p>Extra Duty Substitutes Salaries and Benefits Consultants Conferences Workshops</p>	<p>See Section D</p>	<p>See Section D</p>
	<p>Provide supplementary support through real-time coaching</p> <p>Contract with staff and outside partners to increase parent participation and knowledge on how to navigate through the educational system</p> <p>Provide babysitting and translation services to increase parent involvement</p> <p>Please see http://www.cde.ca.gov/sp/el/t3/lepprogview.asp for a list of allowable LEP activities</p>	<p>Parent Engagement Specialist</p>	<p>Extra Duty</p>	<p>\$15,000</p>	<p>Title III - LEP</p>
F. LEP Overall Budget		LEP 2% for Administrative/Indirect Costs:		\$12,887.70	
		LEP Estimated Costs Total:		\$644,385	

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>Provide training to educate parents in essential standards and how to help their children with: Coping mechanisms; Proper nutrition; Study skills; Early literacy skills; Foundational Math skills; Navigating through the education system, including A-G, reclassification, and other graduation criteria; Cultural adaptation skills; Tutors to work with newcomers that speak a language other than Spanish; Provide professional development opportunities for personnel</p>	Parent Engagement Specialist	Contractors	\$5,161.39	Title III – Immigrant
	<p>Supplemental tutoring will be made available to immigrant students based on individual needs</p>	EL Director / Site Principals	Tutoring Extra Duty Contractors	\$14,360.59	Title III – Immigrant
	<p>Purchase bilingual dictionaries/glossaries and bilingual curriculum materials</p>	EL Director / Site Principals	Reference Materials	\$3,901	Title III – Immigrant
<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		2% Immigrant Administrative/Indirect Costs:		\$478.02	
		Immigrant Estimated Costs Total:		\$23,901	