

Annual Title III Local Plan Update Template

All 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: 426919560 **LEA Name:** Goleta Union Elementary School District **Fiscal Year:** 2019-2020

Plan to Provide Services for English Learner (EL) Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How will the LEA:	Persons Involved/Timeline (Optional)
<p>Provide effective professional development</p> <p>As part of district professional; development, we will provide educators with professional development focusing on both Integrated and Designated ELD, to strategically target and support academic language production and acquisition within and through ELA and Math content areas. For example, we will teach Structured Partner Talk Routines and Conversation Protocols (Zwiers, LAUSD MMED, 2015) tied to the CA ELD Standards to build comprehension and academic vocabulary acquisition in English Language Arts, and word problem solving skills in Mathematics. GUSD will continue to train teachers throughout the year on effective lesson planning and effective ELD strategies using the ELA/ELD Framework and ELD/CCSS. We will also train teachers at the six Title 1 schools to use the ELPAC Practice tests during instructional time to maximize student access to the ELPAC Summative test. Additionally, we will continue to train teachers to administer the group testing portions of the test in grades two through six, so that student testing will occur with classroom teachers. We continue to build site-based capacity through District/Site collaboration using instructional rounds to evaluate levels of student discourse and implementation of integrated ELD best practices, using supports from reconfigured District Office leadership (Assistant Superintendent and Director) and expanding the structure of the District Curriculum Advisory Council to support differentiated professional development based on site priorities and need.</p>	

How will the LEA:	Persons Involved/Timeline (Optional)
<p>Implement effective programs and activities</p> <p>In 2018-2019 the district conducted a review of site implementation of expectations for EL instruction. They included: 1) the classroom teachers will deliver designated ELD instruction for a daily, 30-minute period; 2) Small class sizes will be maintained in designated ELD sections; 3) Designated ELD materials from the McGraw Hill Wonders, the CDE-approved, district-adopted English Language Arts/English Language Development curriculum will be used during Designated ELD; 4) No essential core content instruction will take place during Designated ELD; 5) EL progress will be monitored frequently through the MTSS process. We plan to continue to maximize staff effectiveness through the use of certificated tutors to allow designated ELD instruction to be taught by the classroom teachers. Additional staff will provide instruction to meet the specific the needs of Ever-ELs during scheduled designated ELD time. As a district we support continued professional growth and implementation of state and local district wide assessments. A Curriculum Advisory Council composed of teachers, principals, and TOSAs, serving under the direction of the assistant superintendent of instructional services, will focus a portion of the year reviewing implementation of the expectations for EL instruction, and will provide principals and teaching staff with suggestions for improving and enhancing designated ELD instruction. We will continue to utilize the multiple assessments housed in our database warehouse (IO/EADMS) system to identify students' specific needs, respond instructionally, and monitor progress</p>	
<p>Ensure English proficiency and academic achievement</p> <p>In 2018-2019 classroom teachers represented the majority in providing daily, 30-minute designated ELD instruction to English learners. At two of nine schools with less than 15% ELs, we will continue to supplement general education staff with ELD instructors to instruct small student groups with targeted, high quality language instruction. All EL students will receive Designated ELD services on a daily basis. We assess English Learners, annually and initially, using the ELPAC. In addition to the ELPAC, we monitor all students, including ELs, through a benchmark and progress monitoring system. Our site based teams support a continual procedure of data analysis to respond instructionally as students' progress. Our certificated tutors have access to student progress data in order customize small group instruction, supplemental to core instruction, that addresses students' needs in the areas of meaning, language, content, expression, and foundational skills.</p>	

How will the LEA:	Persons Involved/Timeline (Optional)
<p>Promote parent, family, and community engagement in the education of English learners Representative stakeholders throughout the district meet via the District English Language Advisory Council (DELAC) and site level stakeholders meet as part of the English Language Advisory Council (ELAC) at respective schools. Also provided to parents of English Learners are school-based informational meetings regarding the classification process, ELPAC testing, and Designated/Integrated ELD. GUSD leadership provides technical assistance to sites for planning effective parent involvement, specifically using ELAC as a venue. In addition, GUSD provides, in partnership with a neighboring school district, two nine-week parent education workshops for Spanish-speaking parents that focus on parenting and parent leadership. Topics include reclassification and improving home-to-school two-way communication. The Superintendent will continue to run joint DELAC and DAC meetings, with interactive presentations on the topic of cultural proficiency. All sites encourage parents of EL students to participate in School Site Councils and conduct parent education workshops focusing on improving home-to-school two-way communication. Teachers meet with parents during the parent/teacher conferences to discuss strengths and challenges using the English Learner Review form, also informing them of the district reclassification criteria, and an explanation of their child's participation in Designated ELD. Staffs increase parent participation by promoting school and district events on the website, flyers, press releases as well as providing featured guest speakers.</p>	

Other Authorized Activities

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

Describe all authorized activities chosen by LEA relating to: Supplementary services as part of the language instruction program for English learners.	Persons Involved/Timeline (Optional)
<ol style="list-style-type: none"> 1. Provide supplemental, aligned intervention materials, support and training for targeted populations and areas of needed growth. 2. Continued daily designated ELD course support by providing additional personnel. Tutors provide additional personnel to reduce group size, intensify instruction in basic skills for specially identified students, and increase the frequency of instruction that would otherwise not be met by the classroom teacher alone. 3. Continue to provide teacher professional development on Integrated ELD research-based best practices for Math and Language Arts. 4. Continue to provide curricular materials that address Designated and Integrated ELD, designed to target the needs of English Learners according to their language proficiency. 5. Continue to train an increasing number of grade 2-6 classroom teachers to administer ELPAC group testing and provide professional development on strategies to utilize ELPAC Practice test in daily instruction. 6. Provide Spanish language parent education series addressing topics such as parenting and leadership. 	

*Please see the California Department of Education Title III Authorized Cost web page (<https://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp>) for a list of authorized EL activities.

Plan to Provide Services for Immigrant Students

Please complete the table below if the LEA is receiving or planning to receive Title III immigrant funding.*

*Please see the California Department of Education Title III Authorized Cost web page (<https://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp>) for a list of authorized immigrant activities.

Describe all authorized activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth.	Persons Involved/Timeline
<ol style="list-style-type: none"> 1. Provide sufficient aligned intervention materials, support and training for targeted populations and areas of needed growth. 2. Provide additional support for students new to the country and daily instruction in integrated and designated ELD utilizing supplemental personnel to decrease group size. 3. Provide training for certificated tutors to further differentiate instruction by focus on support in basic/survival vocabulary, school routines, study skills, support for acclimating to U.S schools. 4. Provide parent workshops on school related topics such as reclassification, literacy, ELD practices, and parenting. 	

California Department of Education, May 21, 2018