



Title III LEA Plan Performance Goal 2

All limited 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: 1964394000000

LEA Name: Claremont Unified School District **Title III Improvement Status:** Year 1

Fiscal Year: 2016-2017

EL Amount Eligibility: \$33,795

Immigrant Amount Eligibility: \$11,784

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.

A. Required Content

How the LEA will:

Implement programs and activities in accordance with Title III

The Claremont Unified School District currently provides the following basic instructional services to students identified as English learners (ELs):

1. Structured English Immersion (SEI): K-12 EL students who have been assessed on the California English Language Development Test (CELDT) and are designated Limited English Proficient receive daily integrated and designated English Language Development (ELD) instruction and access to the core content subjects through Specially Designed Academic Instruction in English (SDAIE) until they reach reclassification. ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to the students' levels of proficiency in English, and is based on the ELD and ELA standards. Core content instruction is based on state grade-level standards; teachers utilize appropriate strategies to ensure comprehensibility of instruction.
2. In the elementary schools, the English Language Mainstream (ELM) program is an integral part of the regular classroom. The teacher provides additional and appropriate services to help students toward language acquisition and access content through SDAIE and small group ELD, including robust academic vocabulary instruction. English learners are assessed on a regular basis to monitor progress and may continue to receive services for one additional year, if necessary, to become proficient in English and to strengthen academic skills.
3. All of our ELs are grouped by language-proficiency levels for designated ELD instruction and placed in settings where teachers have CLAD or BCLAD authorization. Students remain in the program until they reach adequate fluency.
4. The Seal of Biliteracy has been implemented and is supported with LCFF funds to promote biliteracy. We ensure that our EL students and their families are well informed about the Seal of Biliteracy as well as other language pathways available (LCAP 4).
5. LCFF and a Perkins Grant help support both an International Baccalaureate Diploma Program (IBDP) and an International Baccalaureate Career Program (IBCP) which are available to all ELs (LCAP 4).

Use the subgrant funds to meet all accountability measures

The District uses federal and state funds to evaluate and review academic and English-proficiency progress. The District has acquired and provided additional material, software, and intensified instruction. Funds are used to hire personnel to coordinate, manage, and provide direct services to EL students. Funding permitting, after-school and summer school programs are offered to EL students who have not reached adequate fluency levels in English or have not been reclassified to RFEP. The District has set the following annual goals for EL students in the areas of ELD, reading/language arts, and math. ELD is measured by the California English Language Development Test (CELDT); reading/language arts and math performance is measured by the California Assessment of Student Performance and Progress (CAASPP) as well as local metrics.

CELDT level timeline toward reclassification, based on CELDT level at time of initial enrollment year:

	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced	Reclassification
CELDT	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year
		1 st year	2 nd year	3 rd year	4 th year	5 th year
			1 st year	2 nd year	3 rd year	4 th year
				1 st year	2 nd year	3 rd year
					1 st year	2 nd year
						1 st year
CAASPP-ELA	TBD	TBD	TBD	TBD	TBD	TBD
CAASPP-Math	TBD	TBD	TBD	TBD	TBD	TBD

The District has developed interventions for EL students who are not making adequate progress on interim benchmarks. These Title III supplemental funds are used to hire personnel to provide intervention programs, purchase supplementary materials, and provide ongoing professional development and coaching to teachers above and beyond what is already being provided to ELs toward language acquisition (Designated ELD) and content access (Integrated ELD). In addition to our basic monitoring system (*Equitas* and Information Systems staff), CUSD utilizes *Ellevation* which enhances and supplements the basic monitoring system in collecting and providing disaggregated data to schools and individual teachers on student academic growth and progress. Currently, we are using LCFF supplemental funds to provide a summer intervention program for our ELs.

Hold the school sites accountable

The Claremont Unified School District is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA, and mathematics. To ensure that EL students are making satisfactory progress toward the interim and annual goals stated earlier, the Claremont Unified School District employs the following monitoring process:

- At the elementary grade levels, an EL Support Provider is assigned to each site, and regularly contacts the EL student's teacher for a report on progress in ELD and academic subjects. When standardized test scores are received, the District provides a copy of each EL student's scores to the principal for review. At parent-teacher conferences and on a regular basis through weekly homework packets and parent letters, parents are encouraged to share in monitoring their student's progress at home as well as at school.
- At the intermediate and secondary level sites, the EL student's grades are printed, deficiencies highlighted, and reports are shared with the EL Support Providers, the principal, and the Assistant Superintendent of Educational Services. Growth in ELD and academic areas is also noted in addition to exceptional progress. After reclassification, the RFEP student is monitored a minimum of twice each year.
- All EL students have ELD folders within their cumulative files in which their language development and progress is recorded.
- The Director of Educational Services, School Site Support Services, and the site principal are responsible for ensuring each EL student is placed appropriately in classes with CLAD-authorized teachers and is monitored throughout the year. Individual Learning Plans are developed for EL students when necessary. Principals at each site schedule ELAC meetings and meet with parents regularly regarding the ELD site plan and its implementation.
- The Assistant Superintendent of Educational Services shares data and program information throughout the school year with the District Governing Board.
- The Assistant Superintendent of Human Resources ensures that each teacher hired since 1986 possesses a full CLAD credential or has signed a Memorandum of Understanding and Emergency CLAD Authorization to complete the CLAD authorization within two years of being hired and before being granted tenure. The Human Resources Department monitors the progress of each of the teachers on a Memorandum of Understanding and Emergency CLAD Authorization.
- Data from District records is compiled and analyzed by educational staff to facilitate program improvements. Data is regularly shared in ELAC and DELAC meetings for parent and committee members' input and suggestions. Parents are encouraged and welcomed to participate in the ELD programs at their student's school as well as any other school in the District. The DELAC encourages parents to share their skills and promote participation in community activities.
- District administrators and principals visit classrooms at least every six weeks to monitor implementation of both integrated ELD and designated ELD instruction and to provide feedback to teachers (LCAP 2.1).

Promote parental and community participation in programs for ELs

The District uses Title III funds to encourage and promote broad involvement of the parents of EL students and the community. All schools with 20 or more ELs currently have a properly constituted English Learner Advisory Committee (ELAC). Each school has parent and staff representatives on the District English Learner Advisory Committee (DELAC). Leadership and parental involvement training is offered for DELAC parent leaders and members. Adult literacy, ELD, and citizenship classes are provided at no cost to all parents and community members. Through LCFF funds, the District will ensure the following:

- Each school site has a certificated English Learner Facilitator to support DELAC and ELAC meetings and activities (LCAP 3). English Language Advisory Committee members will be provided with an annual orientation regarding roles and responsibilities.
- District staff will work with the DELAC and site EL facilitators to ensure implementation of the reclassification criteria and modify as necessary (LCAP 3).
- The LEA will actively recruit EL parents to serve on decision-making committees.
- Parents will be provided with annual reports of their students' progress toward acquiring English along with a description of the services available for EL students.
- The District will generate an EL newsletter three times per school year to communicate information about the EL program, California Standards, and provide tips on how parents can help their EL students at home (LCAP 3).
- The District Parent Involvement Liaison provides support to EL and immigrant families. The liaison will provide family literacy services, parent outreach, and training activities to EL children and their families (LCAP 3).
- District staff will maintain the District ELD website.
- District staff will provide both written and oral translations for parents who receive individual student assessment results and program descriptions (LCAP 3).

Title III funds are used to:

- Offer an EL Parent Night at the beginning of the year to ensure that all EL parents understand the identification process, program, services, and reclassification process. The District meets the required parent notification process through letters and reviews at DELAC and school ELAC meetings. The EL Parent Night goes beyond the state requirement by giving parents an additional forum to learn, collaborate, and ask questions (LCAP 3).
- Provide classes for parents of EL students to assist in the development of skills, techniques, and strategies to support their children at home (LCAP 3).
- Build strong parent involvement by ensuring there are no barriers preventing parents from getting involved. Our Parent Liaison reaches out to parents to get them involved in District and site activities. The Parent Liaison and Director of Educational Services will hold "coffee mornings" three times per year, providing parents another forum for getting involved.
- Provide stipends for teachers to work with parents in the planning and implementation of site programs in order to improve student achievement.
- Plan and implement additional and supplemental ELD programs and strategies with approaches and methodologies that utilize scientifically-based methods, such as those included in the *What Works Clearinghouse* at: www.ed.gov/offices/IES.

B. Required Content				
How the LEA will: Provide high quality language instruction	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or Other)
The Claremont Unified School District currently provides the following basic instructional services to students identified as English learners: Students will be grouped by language proficiency level for designated ELD instruction.	Director, Ed. Services, teachers, and principals 2016-17	No additional expenditures	\$0	General Fund
At the secondary level, English learners who score at the Beginning, Early Intermediate, or Intermediate levels will have an ELD/support class section added to their schedules (LCAP 4).	Director, Ed. Services, teachers, and principals 2016-17	No additional expenditures	\$0	General Fund
Structured English Immersion (SEI): K-12 students who have been assessed on the CELDT and are designated as Limited English Proficient receive daily instruction in ELD and access to the core content subjects through SDAIE until they reach adequate fluency. ELD instruction focuses on listening, speaking, reading, and writing in English; is targeted to the students' levels of proficiency in English; and is based upon the ELD and ELA standards. Core content instruction is based upon state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction.	Director, Ed. Services, teachers, and principals 2016-17	No additional expenditures	\$0	General Fund
In the elementary schools, the ELM program is an integral part of the regular classroom. The student's teacher provides additional and appropriate services to help the student be successful. The student is assessed on a regular basis to monitor present levels of performance and may continue to receive services for one additional year, if necessary, to become proficient in English and to strengthen academic skills.	Director, Ed. Services, teachers, and principals 2016-17	No additional expenditures	\$0	General Fund
All EL students are placed in settings where teachers have CLAD/BCLAD authorization. Students remain in the program until they reach adequate fluency.	Director, Ed. Services and principals 2016-17	No additional expenditures	\$0	General Fund
Highly Qualified (HQ) teachers with CLAD certification will teach both designated and Integrated ELD daily. The District will continue to maintain HQ staff to provide ELD instructional blocks to students. All content area teachers will target ELs in their	Director, Ed. Services and principals	Staff for secondary blocks	\$300,000	LCFF - Supplemental

classrooms and ensure that EL students receive Integrated ELD (LCAP 4).	2016-17			
Support ELs through an extended year program. Expand summer offerings to provide additional options and opportunities (LCAP 4).	Director, Ed. Services summer 2016 and summer 2017	Staff and materials 20 days=90 hours	\$45,000	LCFF- Supplemental Title I
ELs will be given priority placement in school site RtI/MTSS programs (LCAP 4).	Principals 2016-17	Personnel & materials	\$307,000	School Site Base Grants, Title I, LCFF (212,000) LCFF- Supplemental (\$95,000)
Ensure Reclassified Fluent English Proficient (RFEP) students are placed in Integrated Math I in eighth grade (LCAP 4).	Secondary Principals Aug. 2016	No additional expenditures	\$0	General Fund
Administrators and teachers will analyze Annual Measureable Achievement Objectives (AMAO) at the District and site level to determine an action plan to address ELs and their needs (LCAP 2.1).	Asst. Supt., Ed. Services, teachers, and principals 2016-17	No additional expenditures	\$0	General Fund
The Response to Intervention/English Learner Program Director will develop, direct and support all programs related to RtI and English learners (LCAP 4).	Director, RtI/ELD Programs 2016-17	Staff	\$135,000	General Fund
CUSD will research the option of offering Pathway to Biliteracy awards at the elementary and middle school levels (LCAP 4).	Director, Ed Services 2016-17	No additional expenditures	\$0	General Fund

B. Required Content				
Title III funds enhance the current instructional program for EL students by providing:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or Other)
An English Learner Task Force will be formed to provide advice on expanding existing support in the transition to the new ELD standards and the shift to designated and integrated ELD as well as ways to increase and deepen already existing support and services provided to ELs (LCAP 4).	Director, Rtl/ELD Programs 2016-17	Teachers, subs three x year	\$2,000	Title III - EL
Ensure that all teachers of English learners have access to the ELD standards in print, if requested. This is supplemental as all teachers already have access to the standards digitally as well as in app form (LCAP 2.2).	Director, Ed. Services, 2016-17	materials	\$2,000	Title III – EL
Supplemental English Language Development (ELD) materials and newcomer materials will be purchased to support daily ELD instruction (LCAP 4).	Director, Ed. Services, 2016-17	Materials (<i>RIGOR, Reader’s Theater, etc.</i>)	\$15,000	LCFF- Supplemental
The LEA will provide quality ELD services to our private schools that participate in Title III in the same manner as public school ELs. This amount is set aside for equitable services.	Director, Ed. Services, 2016-17	Coaching, services, PD, and materials	\$1,800	Title III - EL
Provide additional and supplemental support (<i>English in a Flash; Essential Skills</i>) for EL students with online vocabulary intervention at all sites (LCAP 4).	Director, Ed. Services, 2016-17	Software licenses	\$2,600	Title III – EL
In addition to our basic monitoring system (<i>Equitas</i> and Information Systems staff), CUSD will utilize <i>Ellevation</i> , which enhances and supplements the basic monitoring system. Through the use of <i>Ellevation</i> , District staff will monitor all ELs and reclassified them electronically. <i>Ellevation</i> provides sites with additional and easy access to EL data along with the ability to produce and print reports and record meetings in an efficient manner. District staff will monitor the progress of reclassified ELs for two years after reclassification. CLAD certified teachers will be assigned to monitor redesignated ELs on a quarterly basis for a period of two years. Action plans will be developed for any RFEP student that is not performing at grade level in core subjects and monitoring will be provided as needed (LCAP 4).	Director, Ed. Services, EL Facilitators, and principals 2016-17	<i>Ellevation</i> licenses Staff stipends	\$10,133	Title III – EL (\$6,133) LCFF – Supplemental (\$4,000)

B. Required Content				
Provide high quality professional development In order for administrators, teachers, parents, and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program. Title III funds are used to design a professional development plan that integrates research and scientifically-based, high quality instructional practices. Additionally, through LCFF funds, the District is able to do the following:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or Other)
Expand the <i>Advancement Via Individual Determination (AVID)</i> program. EL and RFEP students will earn extra points on the criteria selection form for the AVID program (LCAP 7).	Director, Ed. Services 2016-17	Training, Summer Institute costs, membership fees, curriculum	\$68,100	LCFF – Supplemental Title I
Teachers On Special Assignment (TOSA) will provide professional development and collaborative coaching throughout the year. Training on effective research-validated strategies to support ELs will be provided to teachers (LCAP 2.1).	Asst. Supt., Ed. Services and TOSAs 2016-17	Subs, training, materials	\$360,000	LCFF – Supplemental
All elementary school teachers will utilize <i>Thinking Maps</i> with EL students. All elementary teachers who service ELs will be provided with professional development in <i>Thinking Maps</i> (LCAP 4).	Asst. Supt., Ed. Services and TOSAs 2016-17	Subs, training fees, materials	\$20,000	LCFF – Supplemental

<p>Title III funds enhance the current professional development plan for teachers by providing us with the ability to hire staff developers, pay stipends to teachers of ELs, and/or pay substitutes so teachers can receive scientifically and research-based strategies training which specifically includes those strategies that meet the needs of the EL students as follows:</p> <ul style="list-style-type: none"> • SDAIE • ELA/ELD Framework themes and strategies (LCAP 2.1) • ELD institutes/conferences • Cultural diversity • Use of adopted ELA/ELD materials • Effective instructional practices • Communicating with linguistically and culturally-diverse parents • Balanced literacy • Curriculum planning • Academic vocabulary • <i>Kagan Cooperative Learning</i>-All teachers will use <i>Kagan Strategies</i> with ELs. All teachers that service ELs will be provided with professional development in the area of engagement strategies (LCAP 4). <p>In addition to providing a series of trainings in which teachers of EL students acquire new knowledge, strategies, and skills to improve their instruction and positively affect the achievement of EL students in their classrooms, teachers are provided the opportunity to attend statewide conferences, such as California Association for Bilingual Education (CABE), where the most current research, strategies, and materials are presented and discussed. These teachers share the information with staff at their sites and with the District to ensure that the training in new skills and knowledge is delivered districtwide and brought to local application at the sites.</p>	<p>Asst. Supt., Ed Services and Director, Ed. Services 2016-17</p>	<p>Trainers, stipends, subs, materials, conferences, workshops</p>	<p>\$20,000</p>	<p>Title III – EL (\$8,000) LCFF – Supplemental (\$12,000)</p>
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C. Required for Year 2

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

N/A Claremont Unified is in Year 1 of Improvement

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

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

D. Required for Year 4

Goal 2 IPA* for items A-B:

N/A Claremont Unified is in Year 1 of Improvement

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

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

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

E. Allowable Activities				
LEAs receiving or planning to receive Title III EL funding may include allowable activities. Describe all allowable activities chosen by LEA relating to:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Supplementary services as part of the language instruction program for EL students:				
Staff will work together to purchase or develop an additional tool for documenting ELD walkthroughs and provide effective feedback to teachers in supporting language acquisition and professional development (LCAP 2.1).	Director, Ed. Services, 2016-17	Purchase and/or time required for development of tool	\$1,000	Title III – EL
Provide teachers of ELs with additional resources and materials to help students prepare and experience success on the CELDT through extended learning opportunities such as the District EL Summer Support Camp.	Director, Ed. Services, principals, and teachers August 2016	Practice materials (workbooks)	\$1,000	Title III – EL
Translations will be provided for all schools, regardless of whether or not they meet the 15% threshold. In addition, resources for translations for other languages will be sought and shared with site administration staff (LCAP 3).	Director, Ed. Services, 2016-17	Translation services; <i>Language Line</i> , and staff	\$7,000	LCFF-Supplemental
<i>Parent Institute for Quality Education (PIQE)</i> sessions will be offered to parents of EL students in multiple languages. Child care and translation will be provided (LCAP 3).	Director, Ed. Services, 2016-17	Consultant costs and child care	\$8,600	Title III-EL
An EL Parent information night will be held in the fall for all parents of EL students to provide them with information regarding how their student was identified, the EL programs offered, services, reclassification criteria, etc. (LCAP 3).	Director, Ed. Services, 2016-17	Child care	\$200	Title III - EL
* Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities.				
F. EL Overall Budget	EL 2% for Administration/ Indirect Costs;		\$662	
	EL Estimated Costs Total:		\$33,795	

Plan to Provide Services for Immigrant Students

G. Allowable Activities				
Please complete this table IF the LEA is receiving or planning to receive Title III Immigrant funding. Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
In addition to the initial beginning-of- the-year training, the District will provide opportunities for enhanced professional development to EL Facilitators in order to deepen support for immigrants, ELs, and site teachers (LCAP 2.1).	Director, Ed. Services September 2016	Subs, training fees	\$1,000	Title III - Immigrant
Provide supplemental materials such as copies of Spanish textbooks, dictionaries, and iPads for EL newcomers to enhance access to core curriculum (LCAP 2.2).	Site administrators, and Ed Services Department 2016-17	Textbook purchases	\$553	Title III – Immigrant
In addition to already existing site classified personnel, the District will hire and train an additional paraprofessional to support immigrant/newcomer ELs districtwide. This part-time individual will float amongst sites depending upon the location of the most recent newcomers. He/she will provide additional support in acclimating to the school environment as well as additional vocabulary development (LCAP 4).	Asst. Supt., Ed. Services and Director, Rtl/EL Programs		\$30,000	Title III- Immigrant (\$10,000) LCFF- Supplemental (\$20,000)
*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities				
H. Immigrant Overall Budget	Immigrant Administrative/ Indirect Costs;		\$231	
	Immigrant Estimated Costs Total:		\$11,784	