

## 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:** 1964329000000      **LEA Name:** Bonita Unified      **Title III Improvement Status:** Year 3

**Fiscal Year:** 2016-17      **EL Amount Eligibility:** \$53,455.00      **Immigrant Amount Eligibility:** \$8,712.00

### Plan to Provide Services for English Learner 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:**

<b>A. Required Content</b>	<p>Implement programs and activities in accordance with Title III</p> <p>The District will ensure that limited-English proficient (LEP)/English Learners (EL), including immigrant students attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet.</p> <p>Goal 2E: Parent and Community Participation: The District will increase the participation of parents and community members at English Learner (EL) parent and student activities and meetings by June 2017.</p> <p>Goal 2A: Annual Progress Learning English: The District will utilize standards-based instructional materials aligned to California English Language Development (ELD) Standards and will ensure EL students are making annual growth towards English proficiency as reported by the California English Language Development Test (CELDT).</p> <p>Goal 2B: English Proficiency: The District will assess the progress of LEP students in acquiring the skills of listening, speaking, reading and writing in English.</p> <p>Goal 2C: EL Subgroup: The District will ensure EL students are making annual growth on the California Assessment of Student Performance and Progress (CAASP) and will implement instructional programs and strategies to address the educational needs of EL students.</p> <p>Goal 5A: Increase Graduation Rates: The District will prepare EL students to be college and career ready by the time they graduate.</p> <p>Goal 2D: High Quality Professional Development: The District will support the professional growth of staff working with EL students through quality training and collaboration opportunities.</p> <p>Goal 2E: Parental Involvement: The District will encourage the involvement and support of EL parents and/or guardians in the education of EL students.</p> <p>Goal 2G: Immigrant Funding: The District will supply enhanced instructional opportunities to eligible immigrant students and their families.</p>
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	<p><b>Use the subgrant funds to meet all accountability measures</b> The District will utilize Title III funds to implement instructional programs designed to help LEP students achieve standards and increase the English proficiency and core academic content knowledge of LEP students as dictated by all accountability measures.</p>
	<p><b>Hold the school sites accountable</b> The District will evaluate and analyze multiple assessment measures to monitor student performance in reaching proficiency on the California Standards.</p>
	<p><b>Promote parental and community participation in programs for ELs</b> Goal 2E: Parent and Community Participation A 20% increase in the participation of parents and community members at English Learner (EL) parent and student activities and meetings by June 2017. Consistent parent representation from all school sites helps the LEA be better informed of parent needs across the district enabling the District to better support EL students and parents.</p>

<b>How the LEA will:</b>		<b>Persons Involved/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source (EL, Immigrant, or other)</b>
<b>B. Required Content</b>	Provide high quality language instruction Action Steps Goal 2A: AMAO1 Annual Progress Learning English Eighty percent (80%) of EL students will meet AMAO #1 by making annual growth on the California English Language Development Test (CELDT) assessment by June 2017, surpassing the State annual progress target by at least 25%.				
	The LEA will continue to ensure research/standards-based supplementary instructional materials are available for all classrooms with EL students to support the development of oral and written academic language. Following an inventory of core instructional materials currently in classrooms, fill gaps from existing material inventory or order as needed and deliver to classrooms to ensure teachers have appropriate resources.	EL Coor., site administrators, teachers, site secretaries: Aug. 22, 2016-June 8, 2017	Supplementary ELD instructional materials	\$5,000.00 (EL \$800.00, Other \$4,200)	EL, Other
	Teachers and paraprofessionals will utilize research/standards-based instructional strategies that emphasize students acquiring and using oral and written academic language across content areas. Utilize Rosetta Stone to supplement daily instruction.	Teachers and PLAs/BiAs: Aug. 22, 2016-June 8, 2017	Rosetta Stone Licenses	\$9,790.00	EL
	Utilizing district developed rubric for monitoring monthly classroom walkthroughs. The focus of these walkthroughs will be to look for evidence that teachers are emphasizing oral and written academic language. The EL District Coordinator working with site administrators will conduct classroom walkthroughs monthly. The focus of these walkthroughs will be to look for evidence that teachers are emphasizing oral and written academic language.	EL Coor., site administrators: Aug. 22, 2016-June 8, 2017	n/a	\$0.00	n/a
	Under the supervision of a certificated teacher, students receive 30 minutes a day of English Language (ELD) instruction in the classroom supported by a Primary Language Assistant (PLA) or Bilingual Instructional Aide (BIA), site administrator and EL District Coordinator.	Teachers: Aug. 22, 2016-June 8, 2017	n/a	\$0.00	n/a
	Site administrator, PLA, BIA, and classroom teacher will review CELDT, California Assessment of Student Performance and Progress (CAASPP), and Dynamic Indicators of Early Literacy Skills (DIBELS) data to group EL students by English proficiency level. EL students scoring at Level 1 and 2 will receive additional instructional support.	Site administrators, PLAs/BiAs, teachers: Aug. 22,	Fund 2 Bilingual Aides	\$23,710.00	EL

	<p>PLAs and BIAs will assist teachers in providing ELD instructional support to EL students. PLAs and BIAs will only work with students designated as EL. NOTE: Other instructional aides will provide Title 1 support to all students including EL students.</p> <p>Action Steps Goal 2B: AMAO2 English Proficiency Seventy-five percent (75%) of EL students who have been in Bonita schools more than 5 years will score proficient on the CELDT by 2017. Forty percent (40%) EL students who have been in Bonita schools less than 5 years will score proficient on the CELDT by 2017.</p> <p>Provide a voluntary four-week EL Summer Program in grades K-8 that will focus on vocabulary development, reading, writing and CELDT preparation. All materials are English Language Development standards-based and aligned to appropriate EL levels. Utilize existing CELDT review materials.</p> <p>Provide paraprofessionals to assist teachers in providing ELD instructional support to EL students during the four-week EL Summer Program.</p> <p>Promote summer program to parents in their home language, if needed, to solicit enrollment. Utilize site administrators, PLAs, BIAs, and teachers to make personal contact with parents to encourage participation.</p> <p>EL Coordinator will monitor the program through classroom visitations and observations using the district monitoring tool.</p> <p>Review results of summer program data from Renaissance Learning Star Reading, unofficial CELDT results, and curriculum assessments to analyze the program effectiveness.</p> <p>Action Steps Goal 2C: AMAO 3 EL Subgroup Sixty (60%) percent of EL students will score Proficient or better on the</p>	<p>2016-Jan. 2017</p> <p>Teachers, PLAs/ BIAs: Aug. 22, 2016-June 8 2017</p> <p>EL students, Long-term English learner (LTEL) students: July 1-Oct. 21, 2016</p> <p>EL Coor., EL students, teachers, paraprofessionals: June 19, 2017-July 21, 2017</p> <p>Teachers, EL Students, paraprofessionals: June 19, 2017-July 21, 2017</p> <p>EL Coor., site administrators, PLAs/BIAs, teachers: Mar 2017-May 2017</p> <p>EL Coor., teachers: June</p> <p>EL Coor., site administrators: June 19, 2017-July 21, 2017</p> <p>English learner students: Mar</p>	<p>n/a</p> <p>Fund 4 high quality teachers for 4-week EL Summer Program. Mon-Fri 8:00-12:00pm.</p> <p>Fund 4 paraprofessionals</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>\$0.00</p> <p>\$12,820.00</p> <p>\$3,060.00</p> <p>\$0.00</p> <p>\$0.00</p> <p>\$0.00</p>	<p>EL</p> <p>EL</p> <p>EL</p> <p>n/a</p> <p>n/a</p> <p>n/a</p>
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	CAASPP ELA in 2017. Sixty-five (65%) of EL students will score Proficient or better on the CAASPP math in 2017.	2017-May 2017			
	All staff will implement the six instructional strategies while teaching English Language Development and course content. During monthly classroom walk-throughs, the district observation tool developed will used to monitor the implementation of the six strategies 1) Use academic language during instruction; 2) Incorporate interactive tasks so learners paraphrase and use specified content language; 3) Use complete sentences in conversations and when responding to questions; 4) Use questioning techniques to have multiple students answer the same questions echoing the correct answers so students hear multiple responses, 5) Give wait time for students to think before responding 6) Express new vocabulary definitions in their own words and using graphics to anchor the information.	EL Coord., teachers, site administrators: Aug. 22, 2016-June 8 2017	n/a	\$0.00	n/a
	Action Steps Goal 5A: Increase Graduation Rates Coordinate with school counselors to provide more in-depth counseling services to EL students (including RFEPs) by working with their teachers, meeting with EL support staff, meeting quarterly with EL students and communicating with parents to provide more timely interventions to ensure students are able to graduate.	EL Coord., high school counselors, teachers, BIAs, EL parents: Sept., Dec. 2016, Jan., Mar. 2017	n/a	\$0.00	n/a
	Counselors will meet quarterly with EL students (including redesignated fluent English proficient (RFEP) students). They will communicate with teachers and parents successes and areas of need. Documentation will be kept in the Aeries student information system.	High school counselors, teachers, EL parents: Sept., Dec. 2016, Jan., Mar. 2017	n/a	\$0.00	n/a
	Using Odyssey software instruction, EL students (including redesignated fluent English proficient (RFEP) students) needing to make up credit toward graduation will complete credits through the after school and summer credit recovery program.	High school counselors, teachers, Sept., Dec. 2016, Jan., Mar. 2017	n/a	\$0.00	n/a
	Provide high quality professional development Action Steps Goal 2D: High Quality Professional Development Staff development will focus on best practices used to deliver instructional content to EL students using EL supportive strategies in English Language Development, ELA and math classes.	Teachers, qualified trainers: Aug. 22, 2016-June 8 2017			
	All English Language Development workshops will include a component that	Teachers,	n/a	\$0.00	n/a

	<p>intentionally address EL student needs and best practices. Training (i.e. direct instruction training would include sample lessons for EL students, new teacher orientation will include differentiating instruction for EL students, etc.) as measured by training agendas, records of attendance, classroom walk-throughs.</p> <p>The EL Coordinator will assist in development of agendas for professional development trainings to ensure there is an EL component included in the training.</p> <p>Utilize staff to provide training and follow up staff development on the use of new supplemental EL materials to ensure alignment to the English Language Development Standards.</p>	<p>qualified trainers: Aug. 22, 2016-June 8 2017</p> <p>EL Coord., Educational Services department: July 2016-Mar. 2017</p> <p>Qualified consultant: Aug. 22, 2016-June 8 2017</p>	<p>n/a</p> <p>n/a</p> <p>n/a</p>	<p>\$0.00</p> <p>\$0.00</p>	<p>n/a</p> <p>n/a</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>C. Required for Year 2</b></p>	<p><b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b></p> <p><b>1. Briefly summarize EL linguistic and academic performance challenges, and identify and describe those key factors of the instructional program that prevented the local educational agency (LEA) from meeting Title III AMAOs.</b></p> <p>a. Describe findings from analyses of the CST, CAPA, CMA, CELDT, CAHSEE, state tools (e.g., ELSSA, APS), Graduation/Drop Out rates (if appropriate), and other assessments used by the LEA to measure EL student English proficiency and academic achievement, and findings derived from other data analyses as these relate to the three AMAOs (Goals 2A, 2B, and 2C).</p> <p><b>CELDT</b></p> <ul style="list-style-type: none"> <li>BUSD has been consistently above the State target for annual growth (AMAO #1) each year. The percent of English Learners who advanced one or more level on the CELDT grew from 68.4% in 2009-10 to 71.4% in 2014-15. However, over the same time span 28.6% of English Learners did not make annual growth targets.</li> <li>The percentage of English Learners scoring proficient on the CELDT (AMAO #2) based on the length of time they have been enrolled has increased each year and well surpassed state targets. English Learners in a language instruction program for fewer than five years advanced from 30.5% in 2009-10 to 44.4% in 2014-15. English Learners in the English instruction educational program for more than five years also increased and surpassed state targets each year over the same time span from 55.6% in 2009-10 to 59.8% in 2014-15.</li> <li>During our data analysis process, inconsistencies were discovered in how schools enter start dates for EL programs in US schools. This created flawed data resulting in the need for data correction and training site staff responsible for data input (AMAO #2).</li> </ul> <p><b>CAHSEE</b></p> <ul style="list-style-type: none"> <li>Of the 50 EL students that took the CAHSEE, 42% (21) passed the ELA test; 7 students scored proficient in 2014-15.</li> <li>Of the 44 EL students that took the CAHSEE, 73% (32) passed the math test; 11 students scored proficient in 2014-15.</li> <li>As previously noted, our student data system has some inconsistencies with US entry dates, making it difficult to get an accurate breakdown of scores based on the number of years students have been in US schools. Records indicate 33 of these EL students taking the CAHSEE</li> </ul>				

have been in US schools six or more years.

- Of the 46 RFEP students that took the CAHSEE, 85% (39) passed the ELA test; 54% (25) of those students scored proficient in 2014-15.
- Of the 43 RFEP students that took the CAHSEE, 86% (37) passed the Math test; 74% (32) of those students scored proficient in 2014-15.

#### **ADVANCED PLACEMENT COURSES**

- In grades 9-12, Bonita USD has 237 RFEP students and 146 EL students. In 2014-15, 87 Advanced Placement courses were taken by 44 (28%) RFEP students. Fourteen Advanced Placement courses were taken by 12 (9%) EL students.

#### **GRADUATION/DROP OUT RATES**

- In 2014-15, 96% (767) of seniors graduated from Bonita USD schools; however, only 42% (15) of EL students graduated as compared to other identified significant subgroups [Special Education 75% (59), Socioeconomically Disadvantaged 88.4% (265)]
- Data Quest reports the overall dropout rate for all Bonita students district wide is 4.6 %, the EL student dropout rate is 22%.

b. Describe strengths and weaknesses in the design and implementation of the EL related goals (2A-2G and 5A) in the **current** LEA Plan/Addendum, the prior Year 2 Title III Plan, and any other appropriate documents, e.g. the LEAs EL Master Plan. The program dimensions listed below are areas to consider in reviewing current plans.

#### **STRENGTHS:**

- There is District criteria for reclassification of English Learners using multiple measures, including assessment data and teacher observation.
- The performance of English Learners on the various strands of the CAASPP in ELA and Math is reviewed at regular intervals.
- Individual and small group English Language instruction is customized to meet English Learner student needs.
- The number of students learning English as measured by growth in AMAO #1 and #2.
- Rigorous redesignation criteria ensures that students are prepared to exit the EL program.
- EL students have service plans that are individually developed using several metrics including CELDT, CAASPP, Dynamic Indicators of English Language Skills (DIBELS), grades, Renaissance Program Star Reading assessment, and teacher recommendations.

#### **WEAKNESSES:**

- Lack a district wide systematic process to examine the program design and its implementation.
- The ELSSA survey reveals inconsistent program implementation, review, and monitoring in classrooms.
- Due to the limited number of EL students and limited resources, it is difficult to design a program with dedicated ELD instruction by high quality certificated teachers.
- No differentiation in counseling support targeting EL students.
- Inconsistent use of the curriculum.
- RFEPs are informally monitored for three years after reclassification for progress in math and ELA.
- Grade level and proficiency level curriculum is needed.

#### **Implementation of state and district adopted curricula**

**STRENGTHS:**

- The district provided reading materials for students to supplement state-adopted ELA series, including effective support using Accelerated Reader for building comprehension skills, student recognition of reading growth and daily reading practice.
- Students have access to Rosetta Stone at school and home as a supplementary tool to support ELD.
- District places a strong emphasis on daily reading practice.

**WEAKNESSES:**

- Although our state-adopted materials come with supplemental and ancillary materials to support EL students, they are inconsistently implemented and not monitored.

**Implementation of instructional services and methods****STRENGTHS:**

- Primary Language Assistants (PLA) and Bilingual Instructional Aides (BIA) meet monthly with site administration to conduct student needs assessments and develop a service plan.
- ELD support services are flexible; design to target each individual students' needs based on the progress and assessment data.
- District staff meets with site administrators to review data of EL students and discuss service support.
- EL students are provided access to additional fluency instruction using strategic interventions including SIPPS Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words), DISTAR (Direct Instruction System for Teaching Arithmetic and Reading), Read Naturally, and Language! Intervention systems based on diagnosed need.
- All teachers have been trained in direct instructional strategies focusing on brain-based research methodologies with follow up coaching over the course of the last four years.
- Students generally make annual growth on the CELDT as measured through AMAO #1 and #2.
- Data is reviewed monthly at the individual student for academic progress monitoring.

**WEAKNESSES:**

- We have limited funding due to a small EL population (575 EL students/10146 students = 5%)
- When data is reviewed for academic progress, language development challenges for students are not often a part of the conversation.
- Struggling EL students in grades 6-12 are not receiving explicit reading instruction.
- Writing instruction does not address specific English Language Development challenges.
- Lack of a systematic way of monitoring consistent use of differentiation targeting of EL students and their English proficiency levels in different domains of English development.

**Professional development (Goal 2D)****STRENGTHS:**

- Local and State assessment scores illustrate providing annual professional development and coaching to teachers since 2008 in brain compatible, high-quality, direct instructional strategies for all K-12, English, math, science, social science and elective teachers who work with EL students is showing an overall growth toward standard proficiency.
- Since 2008, all administrators K-12 have been trained and coached in monitoring direct instructional strategies through walk-throughs and teacher conversations and evaluations.
- Bilingual Instructional Aides (BIA) and Primary Language Assistants (PLA) meet monthly for program updates, review data and participate in



staff training to discuss best practices and instructional strategies.

- 100% of certificated teachers are certified to teach EL students.
- 100% of instructional aides are highly qualified.

**WEAKNESSES:**

- Staff development opportunities address all subgroups; however, the training is not solely tailored to instruction for ELD and SDAIE for EL students.
- Administrative walk-throughs do not focus on research-based strategies that best support EL students in the classroom.

**Parent & Community Participation (Goal 2E)**

**STRENGTHS:**

- Student award programs that recognize student achievement on the CELDT includes parent education resulting in increasing parent participation.
- Provide written/oral notification for EL parents who received individual assessment results.
- Provide child care for parent information nights and DELAC meetings.
- Provide EL parents information on educational programs and partnerships with community-based organization services and organizations (i.e., Tri-Cities Services, Healthy Kids Health Services, Family Wellness Survival Skills Class, Family Literacy Nights, English as a Second Language Workshop)
- Parent attendance at parent conferences to learn specifically about their child's progress

**WEAKNESSES:**

- Inconsistent development and use of the parent compact.
- Lack of parent participation in parent education programs with limited opportunities for training offerings.
- Limited involvement of EL parents on district and school advisory committees.
- Lack of systems for the families to support academic goals and language acquisition in the home.
- Lack ways of helping parents to become greater partners in their child's education, developing clear academic goals with students, communicating action steps to achieve goals and involving parents in the assessment process to monitor the child's growth so parents understand the impact of results.
- Lack of training opportunities and workshops designed specifically for EL parents.

**Services for Immigrant Students if the LEA receives Title III Immigrant funds (Goal 2G)**

**STRENGTHS:**

- Eligible immigrant students at one high school receive supplemental research-based instruction by a quality teacher in and ELD course to assist them to achieve proficiency in California Standards and to become college and career ready.
- One Chromebook cart and seventeen HP Chromebooks were purchased to be utilized in the ELD course to assist eligible immigrant students with core subject matter and assignments.

**WEAKNESSES:**

- We have limited funding due to a small immigrant population (145 immigrant students/10146 students = 1%)
- When data is reviewed for academic progress, language development challenges for students are not often a part of the conversation.
- Struggling EL students in grades 6-12 are not receiving explicit reading instruction.

- Writing instruction does not address specific English Language Development challenges.
- Lack of a systematic way of monitoring consistent use of differentiation targeting of EL students and their English proficiency levels in different domains of English development.

**Increase Graduation Rate (Goal 5A)**

**STRENGTHS:**

- RFEP students are enrolled in advanced placement courses ensuring students are on track toward graduation.
- RFEP students are performing well on the CAHSEE with pass rates of 86% in Math and 85% in ELA for EL.
- Opportunities are available for students for credit recovery through an after school and summer school program using Odyssey.

**WEAKNESSES:**

- Lack of formalized system to educate parents and EL students about their academic path for graduation.
- EL students represent the highest non-graduation dropout rate of any subgroup.
- Although 42% of EL students passed the CAHSEE in ELA and 73% passed in math, only 19% of EL students were **proficient** on the CAHSEE in ELA or math. This represents a significant pass rate gap when compared to general education students.
- Data Quest reports the overall dropout rate for all Bonita students district wide is 4.8%, the EL student dropout rate is 20.5%.

**2. Describe factors contributing to the failure to meet AMAO(s).** Identify and describe factors that prevented the LEA from achieving the AMAO(s) and explain how the identified factors above were verified from evidence gathered.

<b>AMAOs</b>	<b>FACTORS</b> (i.e., inconsistent implementation, inadequate PD, inadequate resources)	<b>EVIDENCE</b> ( i.e., data analyses, classroom walk-throughs, program evaluation, surveys)
AMAO 1	Goal met	CELDT test scores
AMAO 2 Cohort 1: < 5 yrs	Goal met	CELDT test scores
AMAO 2 Cohort 2: ≥ 5 yrs	Goal met	CELDT test scores

**3. Write a brief description/bulleted outline of each goal below that was identified as an area of focus from the Needs Assessment; the details for these will be part of your plan.** Goal statements should be Specific, Measurable, Attainable, Realistic and Timely (i.e., SMART Goals), since they must be made actionable through strategies, actions and tasks in the Title III Improvement Plan.

*Goal 2A: (AMAO 1 Annual Progress Learning English)*

Eighty-five percent (75%) of EL students will meet AMAO #1 by making annual growth on the CELDT assessment by June 2016, surpassing the State annual progress target by at least 25%.

The area of focus for this goal will be to continue to ensure the use of standards-based core and supplementary materials.  
 Research-based Strategy: All teachers will emphasize the development of oral and written academic language to support English Learners with core content materials.

*Goal 2B: (AMAO 2 English Proficiency)*

Seventy percent (70%) of EL students who have been in **Bonita schools** more than 5 years will score proficient on the CELDT by June 2016, surpassing the annual progress target by at least 15%. Forty percent (40%) EL students who have been in **Bonita schools** less than 5 years will score proficient on the CELDT by June 2016, surpassing the annual progress target by at least 15%.

The focus for this goal will be to ensure that EL students are clustered into classes by language proficiency to enable targeted ELD instruction and added instructional support.

Research-based Strategy: All EL students are carefully grouped by language proficiency to ensure EL students are receiving 30 minutes of ELD instruction each day.

*Goal 2D: (High Quality Professional Development)*

Rigorous redesignation criteria ensures that students are prepared to exit the EL program.

EL students have service plans that are individually developed using several metrics including CELDT, CST, DIBELS, Content Benchmarks, grades STAR Reading and teacher recommendations.

100% percent of teachers, administrators and paraprofessionals participating in professional development will have training to better address the needs of EL students by August 2016.

The focus for this goal will be for all workshops to include a component that intentionally addresses EL student needs and best practices as it applies to the training (i.e. direct instruction training would include sample lessons for EL students, new teacher orientation will include differentiating instruction for EL students, etc.) as measured by training agendas, records of attendance, classroom walk-throughs.

Research-based Strategy: Staff development will focus on how to best deliver instructional content to EL students using ELD strategies. EL students best learn content when it is embedded as part of the core instruction.

*Goal 2E: (Parent and Community Participation)*

A 15% increase in the participation of parents at EL parent meetings, trainings, workshops, and activities with their students with representation of EL parents from all school sites by June 2016.

Research-based Strategy: Consistent parent representation from all school sites helps the LEA be better informed of parent needs across the district to enabling the District to better support EL students and parents.

*Goal 2G: (Services for Immigrant Students: must be addressed if the LEA receives Title III Immigrant Education Funds)*

Eligible immigrant students at both comprehensive high schools will receive supplemental research-based instruction by a quality teacher in an ELD course to assist them to achieve proficiency in California Standards and to become college and career ready.

An additional Chromebook cart and seventeen HP Chromebooks will be purchased to be utilized in the ELD courses to assist eligible immigrant students with core subject matter and assignments.

*Goal 5 A, B: (Increase Graduation Rates, Decrease Dropout Rates)*

Increase the overall CAHSEE pass rate of EL students from 46% to 70% and increase the graduation rate of EL students from 71% to 85% in 2014-2015.

Research-based strategy: Graduating from high school prepares students for higher education and employment opportunities.

<b>D. Required for Year 4</b>	<b>Goal 2 IPA* for items A-B:</b>  <b>Please describe the factors contributing to failure to meet desired accountability measures.</b> Not Applicable to Bonita Unified				
	<b>Please describe all required modifications to curriculum, program, and method of instruction.</b>				

\*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 EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	<p><b>Describe all allowable activities chosen by LEA relating to:</b> Supplementary services as part of the language instruction program for EL students</p>				
	<p>Action Steps Goal 2E: Parental Involvement Site administrators will encourage the involvement and support of parents and/or guardians in the education of their children.</p>	Site administrators, EL parents: Aug. 22, 2016-June 8 2017	n/a	\$0.00	n/a
	<p>Principals will invite and welcome EL parents at events to encourage greater participation. EL parents will be provided with orientations to support their involvement and sustain their participation over time. Meetings will be held quarterly.</p>	Site administrators, EL parents: Aug. 22, 2016-June 8 2017	n/a	\$0.00	n/a
	<p>Schools will actively recruit more EL parents to participate on the District Advisory/District English Learner Committee (DAC/DELAC) as well as other advisory committees. Every school with 21 or more EL students will have at least one representative on the DAC/DELAC. EL parents who serve on the DAC/DELAC will be provided an orientation to support their involvement and sustain their participation.</p>	EL Coord., DAC/DELAC: Oct. 2016, Jan., Mar., May 2017	n/a	\$0.00	n/a
	<p>Provide a voluntary four-week EL Summer Workshop for EL Parents to meet twice weekly. Parents will learn how to support their students at home with reading, literacy skills and homework. Parents will also utilize Rosetta Stone to support language acquisition.</p>	EL Coord., EL parents, teachers, paraprofessionals: June 19, 2017-July 21, 2017	Fund 1 high quality teacher for 4-week EL Summer Workshop	\$1,403.00	EL
<p>Provide paraprofessional to assist teachers in providing ELD instructional support to EL Parents during the four-week EL Summer Workshop.</p>	Teachers, paraprofessional: June 19, 2017-July 21, 2017	Fund 1 paraprofessional	\$765.00	EL	
<b>F. EL Overall Budget</b>		EL 2% for Administrative/Indirect Costs:		\$1,048.00	
		EL Estimated Costs Total:		\$52,348.00	

### 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	
<b>G. Allowable Activities</b>	<p><b>Describe all allowable activities chosen by LEA relating to:</b> Enhanced instructional opportunities to immigrant students and their families</p> <p>Action Steps Goal 2G: Immigrant Funding Purchase seventeen HP Chromebook 11" G4 Notebooks to be used by eligible immigrant students at four elementary schools to provide supplementary programs and services for the underlying purpose of assuring that these students meet the same challenging grade level and graduation standards as mainstream students.</p> <p>Provide targeted ELD courses at two high schools to assist immigrant students to achieve in secondary schools.</p> <p>Provide two family literacy and parent training courses for families of immigrant students.</p>	<p>EL Coord., Educational Technology Department: Aug-Dec., 2016</p> <p>Eligible immigrant students, teachers, BIAs: Aug. 22, 2016- June 8 2017</p> <p>Eligible immigrant students and families: Aug. 22, 2016-Mar, 2017</p>	<p>17 HP Chromebook 11" G4 Notebooks</p> <p>n/a</p> <p>EL Coord., 4 teacher, 6 paraprofessionals, parents and families of immigrant students</p>	<p>\$6,888.00</p> <p></p> <p>\$1,258.00</p>	<p>Immigrant</p> <p></p> <p>Immigrant</p>	
	<b>H. Immigrant Overall Budget</b>			Immigrant Administrative/Indirect Costs:	\$566.00	
				Immigrant Estimated Costs Total:	\$8,146.00	