

Action Plan for <u>EL MONTE UNION HIGH SCHOOL DISTRICT</u> (LEA Name)			
Challenge: The district is not meeting AMAO 1 growth targets. There have been minimal gains in the past four years of students making annual progress in learning English.			
Verified Cause: Training and support has not translated to full implementation of the ELD curriculum as evidenced by the AMAO results and district-wide administrative classroom walkthrough observations.			
State Goal (2A): AMAO 1 – Annual Progress in Learning English: An increasing percentage of English learners will make annual progress in learning English.			
District SMART Goal: By September 2012, the percentage of English learners (ELs) making annual progress in learning English will increase from 49.9% to 56% in order to meet the state-defined AMAO 1 growth target.			
Strategy: Implement ELD and ELA Curriculum Description: All ELs will receive daily ELD instruction using either the standards-aligned ELD or ELA curriculum, and supplemental ELD materials adopted by the district's board of trustees.			
Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
Action Step: Adopt New ELD Curriculum for ELD Classes Description: Adopt a new, standards-aligned ELD curriculum and supplemental materials for the ELD 1, ELD 2, and ELD 3 classes at all sites. The ELD course is designed for ELs at CELDT proficiency levels of beginning, early intermediate and intermediate with less than 5 years in U.S. schools. ELs are placed in an ELD level based on the CELDT proficiency (levels 1, 2, and 3) and number of years in U.S. schools (less than 5 years). Person(s) Responsible: EL Coordinator Start Date: December 2, 2010 End Date: June 10, 2011	1. <u>Convene Curriculum Adoption Committee:</u> Convene adoption committee composed of ELD teachers and EL Coordinator. (December 2, 2010) 2. <u>Review Materials:</u> Meet to review the ELD curriculum and supplemental materials. (January 14, 2011) 3. <u>Pilot Curriculum:</u> Pilot the curriculum at multiple sites and for different ELD levels during the first grading period of the spring semester. (March 4, 2011) 4. <u>Submit for Board Adoption:</u> Submit curriculum adoption paperwork for Board approval. (March 18, 2011) 5. <u>Purchase Curriculum:</u> Purchase ELD core curriculum (a) and supplemental materials (b). (April 15, 2011)	1. \$0 2. \$1,200 (hourly substitutes for teachers participating in curriculum review) 3. \$0 4. \$0 5. a. \$108,000 (core materials) b. \$30,000 (supplemental materials)	1. N/A 2. EIA-LEP 3. N/A 4. N/A 5. a. General Fund b. Title III

<p>Action Step: Adopt New ELA Curriculum for Core English Classes</p> <p>Description: Adopt a new standards-aligned ELA curriculum for the 9th-12th grade English core classes that includes supplemental ELD materials to address the ELD needs of the ELs at the CELDT proficiency levels of 3, 4 and 5 enrolled in core English classes.</p> <p>Person(s) Responsible: Director of Research and Curriculum</p> <p>Start Date: November 3, 2010</p> <p>End Date: June 10, 2011</p>	<ol style="list-style-type: none"> 1. <u>Convene Curriculum Adoption Committee:</u> Convene adoption committee composed of ELA teachers (including an ELD teacher) and the Director of Research and Curriculum. (December 2, 2010) 2. <u>Review Materials:</u> Meet to review the ELA curriculum and supplemental ELD materials. (January 31, 2011) 3. <u>Submit for Board Adoption:</u> Submit paperwork for Board approval and curriculum adoption. (March 18, 2011) 4. <u>Purchase Curriculum:</u> Purchase ELA core curriculum (a) and supplemental ELD materials (b). (April 15, 2011) 	<ol style="list-style-type: none"> 1. \$0 2. \$0 3. \$0 4. a. \$900,000 (core curriculum) b. \$50,000 (supplemental ELD materials) 	<ol style="list-style-type: none"> 1. N/A 2. N/A 3. N/A 4. a. General Fund b. Title III
<p>Action Step: Monitor and Support Implementation</p> <p>Description: District and site administrators will monitor the implementation of the ELA and ELD curriculum, materials, and strategies to ensure that all ELs receive daily ELD instruction that includes the use of English language development objectives that address listening, speaking, reading, and writing language domains. Ongoing support will be provided to the teachers through coaching and collaborative meetings.</p> <p>Person(s) Responsible: Site Administrators, Categorical Programs Resource Teacher, Literacy Coach, and ELA Content Specialists</p> <p>Start Date: August 29, 2011</p> <p>End Date: June 8, 2012</p>	<ol style="list-style-type: none"> 1. <u>Conduct Classroom Walkthroughs:</u> Conduct walkthroughs in ELA and ELD classrooms to observe the implementation of the curriculum and the use of English language development objectives and instructional strategies that address the needs of the ELs. (June 8, 2012) 2. <u>Provide Coaching:</u> Provide on-site support through coaching on the use of English language development objectives and effective instructional strategies for ELs, and on the analysis of assessment data to inform instruction. (June 8, 2012) 3. <u>Schedule Collaboration Time:</u> Schedule collaboration time per site needs for teachers to share best practices on the implementation of the curriculum, English language development objectives, effective instructional strategies, and the analysis of 	<ol style="list-style-type: none"> 1. a. \$1,200 (hourly substitutes for ELD teachers participating in walkthroughs) b. \$6,000 (hourly substitutes for ELA teachers participating in walkthroughs) 2. a. \$70,000 (Literacy Coach) b. \$ 800 (hourly pay for coach to provide in-service training) 3. a. \$1,500 (hourly substitutes for ELD teachers participating in collaboration meetings) b. \$7,500 (hourly substitutes for ELA teachers participating in collaboration meetings) 	<ol style="list-style-type: none"> 1. a. EIA-LEP b. Title I 2. a. Title I b. Title II 3. a. EIA-LEP b. Title I

	assessment data and student work. (June 8, 2012)		
<p>Strategy: Provide ELD Support in Content Core Classes Description: All ELs enrolled in Sheltered/SDAIE content core classes, including Specialized Academic Instruction (SAI) collaboration model classes, will receive instruction by teachers trained in the use of the SIOP model to support academic English language development through the use of strategically planned interactive activities among students.</p>			
Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Monitor and Support Implementation Description: District and site administrators will monitor the implementation of the SIOP model and provide ongoing support to the teachers through coaching and collaborative meetings. Person(s) Responsible: Site Administrator, Categorical Programs Resource Teacher, and Literacy Coach Start Date: August 29, 2011 End Date: June 8, 2012</p>	<ol style="list-style-type: none"> <u>Classroom Walkthroughs:</u> District and site administrators and teachers will conduct classroom walkthroughs in Sheltered/SDAIE content core classes and SAI collaboration model classes to observe the implementation of the SIOP model. (June 8, 2012) <u>Provide Coaching:</u> Provide on-site support through coaching on the use of the SIOP model. Schedules to be determined. (June 8, 2012) <u>Schedule Collaboration Time:</u> Schedule collaboration time for teachers according to individual site needs to allow teachers to share best practices on the implementation of the SIOP model. (June 8, 2012) 	<ol style="list-style-type: none"> \$3,600 (hourly substitutes for teachers participating in walkthroughs) a. \$200,000 (site Resource Teachers) b. \$200,000 (site Resource Teachers) \$3,600 (hourly substitutes for teachers participating in collaboration meetings) 	<ol style="list-style-type: none"> EIA-LEP a. EIA-LEP b. Title I EIA-LEP

Strategy: Increase Awareness of EL Achievement

Description: All teachers will use CELDT results and other achievement data for their EL students to inform their practice and improve EL student achievement.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Achievement Data for ELs Description: Provide individual Academic Achievement Results profiles, annually, to all teachers for their ELs. Teachers will review the profiles to inform their practice and to assist EL students in setting achievement goals. Person(s) Responsible: EL Coordinator Start Date: August 29, 2011 End Date: September 30, 2011</p>	<ol style="list-style-type: none"> 1. <u>Request Profiles:</u> Request the AAR profiles from data processing. (September 9, 2011) 2. <u>Distribute AAR Profiles:</u> Send AAR profiles to sites for distribution to teachers prior to the end of the first grading period. (September 30, 2011) 	<ol style="list-style-type: none"> 1. \$0 2. \$0 	<ol style="list-style-type: none"> 1. N/A 2. N/A

Action Plan for EL MONTE UNION HIGH SCHOOL DISTRICT (LEA Name)

Challenge: The majority of students are not moving past the Intermediate level on CELDT.

Verified Cause: Explicit ELD instruction is not being provided to all English learners as evidenced by the master schedule and district-wide administrative classroom walkthrough observations.

State Goal (2B): AMAO 2 – English Language Proficiency: An increasing percentage of English learners will attain English language proficiency annually.

District SMART Goal:
 By September 2012, the percentage of English learners with fewer than 5 years attaining English language proficiency will increase from 12.5% to 20.1% in order to meet the state-defined AMAO 2 growth target.

and

By September 2012, the percentage of English learners with 5 or more years attaining English language proficiency will increase from 39.6% to 45.1% in order to meet the state-defined AMAO 2 growth target.

Strategy: Implement Supplemental ELD Materials
Description: All ELs will receive daily ELD instruction through use of the supplemental ELD materials and SDAIE strategies.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Monitor and Support Implementation Description: District and site administrators will monitor the implementation of the supplemental ELD materials and SDAIE strategies to ensure that all ELs (including identified long-term ELs at the intermediate proficiency level) receive daily ELD instruction that includes the use of English language development objectives that address listening, speaking, reading, and writing language</p>	<ol style="list-style-type: none"> <u>Conduct Classroom Walkthroughs:</u> District and site administrators and teachers will conduct walkthroughs in ELA and ELD classrooms to observe the implementation of the curriculum and the use of English language development objectives and instructional strategies. (June 8, 2012) <u>Provide Coaching:</u> Provide on-site support through coaching on the use of English language development objectives and effective SDAIE strategies for ELs, and on the analysis 	<ol style="list-style-type: none"> \$7,200 (hourly substitutes for teachers participating in walkthroughs to observe ELD instruction) <ol style="list-style-type: none"> \$70,000 (Literacy Coach) \$800 (hourly pay for coach to provide in-service training) \$31,500 (hourly substitutes for teachers to collaborate on ELD instruction) 	<ol style="list-style-type: none"> Title I <ol style="list-style-type: none"> Title I Title II Title I

<p>domains. Provide support to ELA teachers through coaching and collaborative meetings. Person(s) Responsible: Site Administrator, Categorical Programs Resource Teacher, Literacy Coach, and ELA Content Specialists Start Date: August 29, 2011 End Date: June 8, 2012</p>	<p>of assessment data to inform instruction. (June 8, 2012) 3. <u>Schedule Collaboration Time:</u> Schedule collaboration time, once per semester, to share best practices on the implementation of the curriculum, English language development objectives, effective instructional strategies, and the analysis of assessment data and student work. (June 8, 2012)</p>		
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Strategy: Provide ELD Support in Content Core Classes
Description: All ELs enrolled in Sheltered/SDAIE content core classes, including Specialized Academic Instruction (SAI) collaboration model classes, will receive instruction by teachers trained in the use of the SIOP model to support academic English language development through the use of strategically planned interactive activities among students.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Monitor and Support Implementation Description: District and site administrators will monitor the implementation of the SIOP model and provide ongoing support through coaching and collaborative meetings. Person(s) Responsible: Site Administrator, Categorical Programs Resource Teacher, and Literacy Coach Start Date: August 29, 2011 End Date: June 8, 2012</p>	<ol style="list-style-type: none"> <u>Classroom Walkthroughs:</u> District and site administrators and teachers will conduct classroom walkthroughs in Sheltered/SDAIE content core classes and SAI collaboration model classes to observe the implementation of the SIOP model. (June 8, 2012) <u>Provide Coaching:</u> Provide on-site support through coaching on the use of the SIOP model. (June 8, 2012) <u>Schedule Collaboration Time:</u> Schedule collaboration time according to individual site needs for teachers to share best practices on the implementation of the SIOP model. (June 8, 2012) 	<ol style="list-style-type: none"> \$3,600 (hourly substitutes for teachers participating in walkthroughs) a. \$200,000 (site Resource Teachers) b. \$200,000 (site Resource Teachers) \$3,600 (hourly substitutes for teachers participating in collaboration meetings) 	<ol style="list-style-type: none"> Title I a. EIA-LEP b. Title I Title I

Strategy: Increase Awareness of EL Achievement

Description: All counselors will use CELDT results and other achievement data for their EL students to inform their practice and improve EL student achievement.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: EL Parent Conferences on AAR Profiles Description: Provide individual Academic Achievement Results profiles, annually, to all counselors for their ELs. Counselors will schedule conferences with EL parents to review the individual Academic Achievement Results profiles and discuss the student's progress towards meeting the reclassification criteria. Person(s) Responsible: Director of Categorical Programs and Assistant Principal of Student Services (APSS) Start Date: August 26, 2011 End Date: June 8, 2012</p>	<ol style="list-style-type: none"> 1. <u>Request Profiles:</u> Request the AAR profiles from data processing. (August 26, 2011) 2. <u>Distribute AAR Profiles:</u> Send AAR profiles to sites for distribution to counselors. (September 9, 2011) 3. <u>Conduct EL Parent Conferences:</u> Each counselor will meet with each EL and the parent to discuss the student's academic achievement results and progress towards meeting the reclassification criteria. (June 8, 2012) 	<ol style="list-style-type: none"> 1. \$0 2. \$0 3. \$500,000 (1/6 salary for counselors to conduct EL parent conferences) 	<ol style="list-style-type: none"> 1. N/A 2. N/A 3. General Fund

Action Plan for EL MONTE UNION HIGH SCHOOL DISTRICT (LEA Name)

Challenge: Students are not achieving proficiency in reading/language arts as measured by the CAHSEE.

Verified Cause: Explicit ELD instruction is not being provided to all English learners as evidenced by the master schedule and district-wide administrative classroom walkthrough observations.

State Goal (2C.1): AMAO 3 – AYP for EL Subgroup (LEA level): An increasing percentage of English learners will attain proficiency in reading/language arts annually.

District SMART Goal:
By September 2012, the percentage of English learners scoring proficient on the CAHSEE ELA increase from 28.6% to 43% in order to move towards the state-defined AMAO 3 growth target.

Strategy: CAHSEE Mentoring/Tutoring for ELA
Description: Selected staff will provide mentoring and tutoring during the spring semester at lunch, after-school, and on Saturdays to 10th grade ELs who need assistance in preparing for the CAHSEE ELA using the Measuring Up online program known as *ePath*, the QuizStar program, and Sean Covey’s *Seven habits of Highly Effective Teens* curriculum.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Identify Students Description: A list of EL subgroup participants will be provided to the sites to identify students for participation in the CAHSEE mentoring/tutoring program. Person(s) Responsible: Director of Categorical Programs Start Date: August 26, 2011 End Date: September 30, 2011</p>	<ol style="list-style-type: none"> 1. <u>Request Data File:</u> The EL data file will be requested from data processing. (September 2, 2011) 2. <u>Distribute Data File:</u> The EL data files will be distributed to the sites. (September 7, 2011) 3. <u>Identify students:</u> Site will use the EL data files to identify participants. (September 23, 2011) 4. <u>Contact Participants:</u> Staff will contact the EL students and their parents. (September 30, 2011) 	<ol style="list-style-type: none"> 1. \$0 2. \$0 3. \$0 4. \$0 	<ol style="list-style-type: none"> 1. N/A 2. N/A 3. N/A 4. N/A

<p>Action Step: CAHSEE Mentoring/Tutoring Staff Description: The site administrators will select staff members to participate in the CAHSEE mentoring/tutoring program. Person(s) Responsible: Site Administrators Start Date: August 29, 2011 End Date: October 14, 2011</p>	<ol style="list-style-type: none"> 1. <u>Identify staff:</u> Site administrators will identify staff to participate in the mentoring program. (September 2, 2011) 2. <u>Approve Staff:</u> Names of participating staff will be submitted for board approval. (September 9, 2011) 3. <u>Schedule Sessions:</u> Teachers will schedule lunchtime, after-school, and/or Saturday sessions with participating students. (October 14, 2011) 	<ol style="list-style-type: none"> 1. \$0 2. \$0 3. \$150,000 (hourly pay for teachers participating in CAHSEE ELA Mentoring/Tutoring program) 	<ol style="list-style-type: none"> 1. N/A 2. N/A 3. Title I
<p>Strategy: Implement supplemental Materials and SDAIE in ELA Description: All ELs will be provided access to the ELA core through the use of supplemental EL materials and SDAIE strategies.</p>			
<p>Action Steps (Description, Person Responsible, Start Date, End Date)</p>	<p>Tasks (Due Date)</p>	<p>Budget</p>	<p>Funding Source</p>
<p>Action Step: Monitor and Support Implementation Description: District and site administrators will monitor the implementation of the supplemental EL materials and SDAIE strategies to ensure that all ELs (including identified long-term ELs at the intermediate proficiency level) receive daily ELD instruction that includes the use of English language objectives that address listening, speaking, reading, and writing language domains. Provide support to ELA teachers through coaching and collaborative meetings. Person(s) Responsible: Site Administrator, Categorical Programs Resource Teacher, Literacy Coach, and ELA Content Specialists Start Date: August 29, 2011 End Date: June 8, 2012</p>	<ol style="list-style-type: none"> 1. <u>Conduct Classroom Walkthroughs:</u> District and site administrators and teachers will conduct walkthroughs in ELA classrooms to observe the implementation of the curriculum and the use of English language objectives and SDAIE strategies. (June 8, 2012) 2. <u>Provide Coaching:</u> Provide on-site support through coaching on the use of English language objectives and effective SDAIE strategies for ELs, and on the analysis of assessment data to inform instruction. (June 8, 2012) 3. <u>Schedule Collaboration Time:</u> Schedule collaboration time, once per semester, to share best practices on the implementation of the curriculum, English language objectives, effective instructional strategies, and the analysis of assessment data and student work. (June 8, 2012) 	<ol style="list-style-type: none"> 1. \$6,000 (hourly substitutes for ELA teachers participating in walkthroughs) 2. a. \$70,000 (Literacy Coach) b. \$800 (hourly pay for coaches to provide in-service training) 3. \$30,000 (full-day substitutes for ELA teachers participating in collaboration meetings) 	<ol style="list-style-type: none"> 1. EIA-LEP 2. a. Title I b. Title II 3. Title I

Action Plan for EL MONTE UNION HIGH SCHOOL DISTRICT (LEA Name)

Challenge: Students are not achieving proficiency in mathematics as measured by the CAHSEE.

Verified Cause: English language objectives are not being incorporated into instructional lesson plans in the content core classes as evidenced by district-wide administrative classroom walkthrough observations.

State Goal (2C.2): AMAO 3 – AYP for EL Subgroup (LEA level): An increasing percentage of English learners will attain proficiency in mathematics annually.

District SMART Goal:
By September 2012, the percentage of English learners scoring proficient on the CAHSEE math increase from 37.5% to 50% in order to move towards the state-defined AMAO 3 growth target.

Strategy: Supplemental Standards-aligned Math Instruction
Description: All EL students will receive supplemental standards-aligned mathematics instruction in order to prepare students to successfully meet the proficient level on CAHSEE math.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: CAHSEE Math Boot Camp Description: All math teachers will provide additional standards-aligned instruction through the CAHSEE Boot Camp program to EL students, as needed. Person(s) Responsible: Math Content Specialists Start Date: August 29, 2011 End Date: March 14, 2012</p>	<ol style="list-style-type: none"> <u>Create Lessons:</u> Teachers will create standards-aligned lessons to be used as supplemental instruction during the spring semester to prepare EL students for successful achievement on the CAHSEE. (December 16, 2011) <u>Provide Instruction:</u> Teachers will implement lessons. (March 14, 2012) 	<ol style="list-style-type: none"> \$0 \$0 	<ol style="list-style-type: none"> N/A N/A

Strategy: Implement Supplemental Materials and SDAIE in Math

Description: All ELs will be provided access to the math core through use of the supplemental materials and SDAIE strategies.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Monitor and Support Implementation</p> <p>Description: District and site administrators will monitor the implementation of the supplemental materials and SDAIE strategies in the math classes to ensure that all ELs enrolled in math receive instruction appropriate to their linguistic needs, including the use of English language objectives that address the listening, speaking, reading, and writing language domains in order to provide them with access to the math core curriculum. Provide support to math teachers through coaching and collaborative meetings.</p> <p>Person(s) Responsible: Site Administrator, Categorical Programs Resource Teacher, and math Content Specialists</p> <p>Start Date: August 29, 2011</p> <p>End Date: June 8, 2012</p>	<ol style="list-style-type: none"> 1. <u>Conduct Classroom Walkthroughs</u>: District and site administrators and teachers will conduct walkthroughs in math classrooms to observe the implementation of the curriculum and the use of English language objectives and instructional strategies. (June 8, 2012) 2. <u>Provide Coaching</u>: Provide on-site support through coaching on the use of English language objectives and effective SDAIE strategies for ELs, and on the analysis of assessment data to inform instruction. (June 8, 2012) 3. <u>Schedule Collaboration Time</u>: Schedule collaboration time, once per semester, for math teachers to share best practices on the implementation of the curriculum, English language objectives, effective instructional strategies, and the analysis of assessment data and student work. (June 8, 2012) 	<ol style="list-style-type: none"> 1. \$6,000 (hourly substitutes for teachers participating in walkthroughs) 2. a. \$90,000 (Math Coach) b. \$800 (hourly pay for coach to provide in-service training) 3. \$20,250 (full-day substitutes for math teachers participating in collaboration meetings) 	<ol style="list-style-type: none"> 1. Title I 2. a. Title I b. Title II 3. Title I

Action Plan for EL MONTE UNION HIGH SCHOOL DISTRICT (LEA Name)

Challenge: Professional development has not translated to full implementation in the classroom.

Verified Cause: A systematic support system is not fully developed.

State Goal (2D): High Quality Professional Development: The LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

District SMART Goal:
By June 2012, the district will provide to all instructional staff (including teachers, administrators, and paraprofessionals) professional development on research-based strategies to improve English learner attainment of English language proficiency and achievement in English language arts and academic core classes.

Strategy: ELD and ELA Curriculum
Description: All ELD and ELA teachers will be trained on the new, board adopted, standards-aligned ELD and ELA curriculum and supplemental materials and effective strategies in order to provide daily ELD instruction.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Professional Development and Implementation Description: Provide professional development to ELA and ELD teachers on the implementation of the new ELA and ELD curriculum, supplemental materials, and strategies, including specific English language development objectives and on-going curriculum-embedded assessments of student progress in meeting ELD standards. Person(s) Responsible: Director of Research and Curriculum, Director of Categorical Programs, and EL Coordinator Start Date: January 3, 2011 End Date: June 8, 2012</p>	<ol style="list-style-type: none"> <u>Create PD Calendar:</u> A professional development calendar for the ELA and ELD training will be developed. (January 31, 2011) <u>Purchase Training Supplies:</u> The materials/supplies needed for the training will be purchased. (January 31, 2011) <u>Contract PD Provider:</u> The publisher representative and/or consultant will be contacted to provide training on the new curriculum. (April 15, 2011) <u>Provide Curriculum Training:</u> An introductory training on the new curriculum, supplemental materials, and strategies will be provided to all ELA and ELD teachers. (May 6, 2011) <u>Approve Workshop Participants:</u> Staff will 	<ol style="list-style-type: none"> \$0 \$2,000 \$8,000 (contract) a. \$15,000 (substitutes for teachers participating in core curriculum training) b. \$8,250 (hourly substitutes for teachers participating in training on supplemental EL materials) a. \$25,000 (hourly pay for ELA teachers participating in summer workshops) b. \$5,000 (hourly pay 	<ol style="list-style-type: none"> N/A Title II, Part A Title I a. General Fund b. Title III a. Title I b. EIA-LEP N/A a. Title II b. Title II

	<p>be invited to participate in ELA summer workshop and names will be submitted for Board approval. (June 3, 2011)</p> <p>6. <u>Begin Implementation</u>: Implement the new curriculum in the 2011-2012 school year. (August 29, 2011)</p> <p>7. <u>Ongoing Training</u>: Provide on-going follow-up training opportunities during the school day and after-school to support curriculum implementation. (June 8, 2012)</p>	<p>for ELD teachers participating in summer workshops)</p> <p>6. \$0</p> <p>7. a. \$19,875 (hourly substitutes for teachers participating in follow-up training) b. \$1,500 (hourly workshop pay for teachers participating in follow-up training)</p>	
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Strategy: Sheltered Instruction Observation Protocol Model

Description: All ELs enrolled in mainstream content core classes will receive instruction by teachers trained in the use of the SIOP model to support academic English language development through the use of strategically planned interactive activities among students.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: SIOP Professional Development</p> <p>Description: Provide professional development in two phases to sheltered/SDAIE content core teachers and to additional content core teachers on the SIOP model to develop lessons that include both content objectives and English language development objectives to address the academic English language development needs of the ELs enrolled in the math, science, and social science classes, including the SAI collaboration model classes.</p> <p>Person(s) Responsible: Director of Categorical Programs and EL Coordinator</p> <p>Start Date: January 3, 2011</p> <p>End Date: June 08, 2012</p>	<p>1. <u>a. Create PD Calendar (Phase 1)</u>: A professional development calendar will be developed for the summer 2011 SIOP training provided to sheltered/SDAIE content core. (February 11, 2011)</p> <p><u>b. Create PD Calendar (Phase 2)</u>: A professional development calendar will be developed for the SIOP training provided to the additional content core teachers during the 2011-2012 school year. (September 30, 2011)</p> <p>2. <u>a. Contract PD Provider (Phase 1)</u>: The PD provider will be contracted with to provide training on the SIOP model during summer 2011. (April 15, 2011)</p> <p><u>b. Contract PD Provider (Phase 2)</u>: The PD provider will be contracted with to provide training on the SIOP model during</p>	<p>1. \$0</p> <p>2. a. \$5,000 (contract for Phase 1) b. \$15,000 (contract for Phase 2)</p> <p>3. \$5000 (materials)</p> <p>4. a. \$0 b. \$0</p> <p>5. a. \$20,000 (hourly pay for teachers participating in summer workshop SIOP training Phase 1) b. \$40,000 (hourly pay for teachers participating in SIOP training Phase 2)</p>	<p>1. N/A</p> <p>2. a. Title III b. Title III</p> <p>3. Title II, Part A</p> <p>4. a. N/A b. N/A</p> <p>5. a. Title III b. Title III</p>

	<p>the 2011-2012 school year. (November 4, 2011)</p> <p>3. <u>Purchase Training Materials</u>: The materials/supplies needed for the training will be purchased. (April 15, 2011)</p> <p>4. <u>a. Approve SIOp Participants (Phase 1)</u>: The names of staff participating in summer 2011 SIOp training will be submitted for Board approval. (June 3, 2011)</p> <p><u>b. Approve SIOp Participants (Phase 2)</u>: The names of the staff participating in SIOp training during the 2011-2012 school year will be submitted for Board approval. (October 31, 2011)</p> <p>5. <u>a. Provide SIOp Training (Phase 1)</u>: Training on the use of the SIOp model will be provided to sheltered/SDAIE content core teachers during summer workshop. (August 25, 2011)</p> <p><u>b. Provide SIOp Training (Phase 2)</u>: Training on the use of the SIOp model will be provided to additional content core teachers during the 2011-2012 school year. (June 8, 2012)</p>		
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Strategy: Increase Awareness of EL Achievement
Description: All teachers and counselors will receive training on the use of the Academic Achievement Results profile, which includes CELDT results and other achievement data for their EL students to inform their practice and improve EL student achievement.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Professional Development Description: Provide professional development to all teachers and counselors on CELDT proficiency levels, the reclassification criteria, and the use of</p>	<p>1. <u>Schedule Training</u>: Schedule training dates at the sites. (September 6, 2011)</p> <p>2. <u>Prepare Materials</u>: Organize materials for training at the sites. (September 6, 2011)</p> <p>3. <u>Conduct Training</u>: The Categorical</p>	<p>1. \$0 2. \$200 (training materials) 3. \$0</p>	<p>1. N/A 2. EIA-LEP 3. N/A</p>

<p>the Academic Achievement Results profile. The Academic Achievement Results profile describes the individual EL student's achievement on CELDT, CSTs, CAHSEE, and English coursework. The profile is used annually to inform both the parents and the EL student of progress towards meeting the reclassification criteria.</p> <p>Person(s) Responsible: Categorical Programs Resource Teacher</p> <p>Start Date: September 6, 2011</p> <p>End Date: October 31, 2011</p>	<p>Programs Resource Teachers will provide training to site staff during late-start meeting. (October 31, 2011)</p>		
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Action Plan for EL MONTE UNION HIGH SCHOOL DISTRICT (LEA Name)

Challenge: Although opportunities for parents to participate in parent meetings regarding State assessments (including CAHSEE and CELDT), graduation and a-g requirements, and parenting strategies have increased, there is a need to increase the number of parents participating in these activities as well as providing an opportunity for parents to receive information on EL programs and individual EL student achievement.

Verified Cause: Minimal opportunities for one-to-one contact to address their child’s academic needs.

State Goal (2E): Parent and Community Participation: The LEA will promote the involvement of parents and community members in the education of English Learners.

District SMART Goal:
By June 2012, each site, with the district’s support, will promote parent involvement in an effort to increase their EL parent participation by 10% from the percent participation of the 2010-2011 school year.

Strategy: Communicate the Importance of CELDT
Description: The district will communicate with parents prior to the annual administration of CELDT through an informational brochure mailed to the EL student’s home.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Annual Pre-CELDT Mailing Description: The Categorical Programs office will notify EL parents of the opening of the annual CELDT administration window and include in the mailing the district’s CELDT Parent Guide. This communication is supplemental to the required annual notification of CELDT results. Person(s) Responsible: EL Coordinator Start Date: April 11, 2011 End Date: May 30, 2011</p>	<ol style="list-style-type: none"> 1. <u>Prepare Mailing:</u> District Categorical Programs staff will prepare mailing of Pre-CELDT notification. (May 30, 2011) 2. <u>Send Mailing:</u> District staff will send out mailing. (May 30, 2011) 	<ol style="list-style-type: none"> 1. \$0 2. \$600 (postage) 	<ol style="list-style-type: none"> 1. N/A 2. EIA-LEP

Strategy: Communicate EL Progress

Description: The site will communicate with EL parents about student progress on CELDT, academic proficiency, and progress towards meeting the reclassification criteria.

Action Step: EL Parent Conferences

Description: Schedule conferences with EL parents to review the individual Academic Achievement Results profiles, discuss the student's progress towards meeting the reclassification criteria, a-g completion, and graduation requirements.

Person(s) Responsible: Categorical Programs Director and Assistant Principal of Student Services (APSS)

Start Date: August 26, 2011

End Date: June 8, 2012

1. Request Profiles: Request the AAR profiles from data processing. (August 26, 2011)
2. Distribute AAR Profiles: Send AAR profiles to sites for distribution to counselors. (September 9, 2011)
3. Conduct EL Parent Conferences: Each counselor will schedule EL parent conferences to discuss the EL student's academic achievement results, progress towards meeting the reclassification criteria, a-g completion, and graduation requirements. (June 8, 2012)

1. \$0
2. \$0
3. \$500,000 (1/6 salary for counselor's to conduct EL parent conferences)

1. N/A
2. N/A
3. General Fund

Action Plan for EL MONTE UNION HIGH SCHOOL DISTRICT (LEA Name)

Challenge: Ensuring that all required parental notifications are provided to parents in a timely manner.

Verified Cause: The increasing number of required parent notifications at various times throughout the school year.

State Goal (2F): Parental Notification: The LEA will provide required communications to parents in a timely manner.

District SMART Goal:
By May 2011, the district will provide EL parents with information on all required parental notifications, including the mandated annual parental notification for students identified as ELs.

Strategy: Develop Parental Notification Calendar
Description: The parental notification calendar of required communications to parents will help to ensure that district and site Categorical Programs staff continue to comply with the parental notification regulations in a timely manner.

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
<p>Action Step: Create Parental Notification Calendar Description: The parental notification calendar will provide a timeline of required parental notifications and when parents should expect to receive the notifications. Person(s) Responsible: Categorical Programs Director and EL Coordinator Start Date: May 2, 2011 End Date: May 30, 2011</p>	<ol style="list-style-type: none"> 1. <u>Align Calendar with EL Instrument:</u> A parental notification calendar will be created based on the parental notification compliance requirements identified on the CDE CPM EL Instrument. (May 20, 2011) 2. <u>Publish Calendar:</u> A district calendar will be made available to Categorical Programs staff and EL parents. (May 30, 2011) 3. <u>Other Parent Notifications:</u> Parent information will continue to be available via the district website, as well as via School Loop for site activities, in the parent's primary language. (May 30, 2011) 	<ol style="list-style-type: none"> 1. \$0 2. a. \$2,000 (required notifications) b. \$10,000 (School Loop contract) 3. \$0 	<ol style="list-style-type: none"> 1. N/A 2. a. General Fund b. Title I 3. N/A

Action Plan for EL MONTE UNION HIGH SCHOOL DISTRICT (LEA Name)

Challenge:

Verified Cause:

State Goal (2G): Providing High-Quality Instruction and Support Services to Immigrant Students:

District SMART Goal:
NOT APPLICABLE

Strategy:
Description:

Action Steps (Description, Person Responsible, Start Date, End Date)	Tasks (Due Date)	Budget	Funding Source
Action Step: Description: Person(s) Responsible: Start Date: End Date:			