

Lompoc Unified 08-09

DISTRICT ACTION PLAN, CHART VIEW

Title III Year 4 Needs Assessment

1. IDENTIFY THE PROBLEM: Describe the challenge area(s) for the LEA.

a. Provide a description of findings from the results of analysis of the CELDT, CST, CAHSEE, and other assessments used by the LEA to measure EL student English proficiency and academic achievement.

The Lompoc Unified School District (LUSD) met Title III AMAO 1 for three consecutive years (2003-04 to 2005-06). We had a significant drop in 2006-2007, a change that reflected the implementation of the new (and last) version of the CELDT. Last year (2007-2008) we had a significant recovery in our rate of progress in learning English. However, we still see a large number of English Learners at the elementary level that remain fixed in CELDT level 3 (Intermediate). This pattern is also beginning to emerge in secondary sites, particularly at the high school level. We have continued our staff development efforts with all elementary sites to improve our English Language Development (ELD) program. Taking a look at our most recent CELDT results (2007-2008) we can immediately see a pattern emerging, with 42% of all students (K-12, Annual Assessment) stuck at the Intermediate level. We expect this pattern in the early primary grades, as EL students move throughout the stages of second language acquisition. But in fact the percentage of students at the CELDT Intermediate level is higher in 4th (51%) and 5th (46%) than at any other grade except 9th (47%). In grades 6-12, the pattern continues, with 38% of all secondary students in both Intermediate and Early Advanced. This pattern affects both English progress (AMAO 1) and attaining English proficiency (AMAO 2) by the difficulty moving from CELDT level 3 to level 4. A more revealing look at CELDT can be obtained by looking at the length of time LUSD English Learners have been in U.S. schools. ELLSA data shows that 40% of all our EL students are still at Intermediate in CELDT after six or more years in our schools. About one third (33%) of EL students are achieving Early Advanced or Advanced status, and are considered English proficient. The Lompoc Unified School District (LUSD) has continued to meet Title III AMAO 2 for the last five consecutive years. In the last two years we have seen a slight decline on the percentage of students attaining English proficiency on the CELDT. This change in part corresponds to the level of difficulty of the CELDT test, since the last changes that were introduced in 2006-2007. However, we are also beginning to see a drop in English proficiency at the secondary level. Additionally, our elementary sites continue to have difficulties moving away from the Intermediate CELDT level 3. If this pattern continues unchecked, we could risk meeting AMAO 2 in future years. The California Standards Test (CST) scores in English Language Arts for the English Learners subgroup reflects the different stages of second language acquisition and the increasing complexity of the English Language Arts test in High School for this group. The median score in ELA for English Learners (grades 2-11) is easily in the Below Basic range, with a few upper elementary grades achieving Basic. For EL students reclassified to fluent English proficient status (R-FEP), the median score in ELA (grades 2-8) has steadily increased in the last few years, and for the last two years (2006-2008) is reaching the Proficient category in most grades. For reclassification purposes, we use CST scores in ELA at mid Basic (325) as the cut-off point to start the reclassification process. The combined 2007-2008 grade results of the California High School Examination (CAHSEE) LUSD Report in English Language Arts indicate that only 38% of EL students passed the test. For reclassified fluent English proficient (R-FEP) students the results were dramatically different, with 96% passing the same test. For the preceding year, 2006-2007, the results are quite similar with only 34% of EL students passing the CAHSEE versus 91% of R-FEP students. English Learners at LUSD have failed to meet AMAO 3 for the last four consecutive years. In all these years our percentage has remained close to 20% range, while the annual proficiency target has increased from 23% to the current 34% level. Meeting the Proficiency performance level in the CST for ELA requires that students have fluency and proficiency in English. English Learners are in the process of acquiring such fluency and proficiency, a process that requires quality English Language Development (ELD) instruction and time. We need to develop strategies that lengthen the exposure of English Learners to quality ELD and English literacy skills, with particular emphasis in the development of academic language. One of the major contributors in failing to meet AMAO 3 for English-Language Arts is the absence of a solid transitional curriculum at the secondary level. We have High Point in place at all secondary sites, with varying degrees of implementation, but we do not have a curriculum in place to provide adequate support to English Learners that are leaving ELD (High Point) and moving into regular English core classes. The only available support, specifically designed for EL students, is Advanced ELD. But Advanced ELD does not have a curriculum in place to meet the transitional needs of these students. The Lompoc Unified School District (LUSD) has continued to meet Title III AMAO for Math for the first four consecutive years. Last year (2007-2008) was the first time that LUSD failed to meet the proficiency target after it went from 23.7% to the current 34.6%. The LUSD had maintained a proficiency range hovering about 24% for the last four years. A big challenge at the secondary level in the last few years is the inadequate supply of qualified math teachers.

b. Describe the strengths and weaknesses of the current Title III LEA Improvement Plan Addendum or Title I LEA

Plan Addendum.

In general, our EL staff had met all credential requirements and during the 2005-06 academic year (R-30 data) 95.6% of all the EL staff were appropriately credentialed for EL services (CLAD/BCLAD). Participation in Special Education for English Learners at LUSD was at 21.2%, and EL students represented 21.7% of the total population (2005-2006 data). This was indicative that, at the time, EL students were not overrepresented in Special Education placement. The reclassification rate for the LUSD (2005) was 4.7%, our lowest rate since 1996. For the last five preceding years (2000-2004) the reclassification rate at LUSD had an average of 10%, with a low of 6.2% in 2001 and a high of 13.7% in 2003. The follow-up process for reclassified (R-FEP) students at LUSD and STAR testing results indicated that R-FEP students at LUSD on the average did better than all other students, including I-FEP and English Only. Our strengths were the allocation of resources and support from the district to all school sites for the proper implementation of English Language Development (ELD) instruction. We had two full-time EL Teacher Support Specialists to provide intensive support to classroom teachers in the implementation of ELD at both K-5 and 6-12. A weakness is that we have since lost that secondary specialist due to a lack of support. We purchased new instructional materials for K-5 (Santillana's "Intensive English"), and 6-12 (Hampton Brown's "High Point"). We also implemented A Developmental English Proficiency Test (ADEPT) to monitor ELD placement and progress evaluation in K-5. We also provided A Focused Approach for Houghton Mifflin for K-5 English Learners in Mainstream classrooms. As part of the ELD K-5 plan, we also initiated training for a select cadre of ELD teachers in K-5 with Susana Dutro's "Systematic ELD", to provide additional strategies in ELD instruction to all ELD staff. We understood that implementation of this new curricula was going to take some time. This was one of our weaknesses. Strengthening staff buy-in with regard to ELD instruction was noted as an area of need. High Point, in particular, is a very scripted, and we have teaching staff reluctant to follow the program as directed. It is a big challenge to provide a comprehensive approach to ELD instruction with some of these obstacles. We also need to develop curriculum for the Advanced ELD class in 7-12, in which we are missing appropriate curricula to ensure the transition between ELD and ELA standards. This is an elective ELD class for EL students that have either completed High Point or are beyond High Point but not ready for a regular English class. At the secondary level, we started implementing SIOP in math and science for grades 6-8. Unfortunately, the implementation of SIOP was not carried out to completion and it never reached other content areas, or the high school. We also left out of the IPA the provision of EL mentors to support implementation of staff development in K-12. We did not include site administrators in the staff development and failed to require guidelines for accountability from responsible site staff for effective implementation of ELD instruction.

2. IDENTIFY THE CAUSE(S): Identify and describe the root causes of the problem(s) or what prevented the LEA from achieving the AMAO(s). Describe how root causes were verified.

Root causes of the problems, which prevented the LEA from achieving the AMAO, are as follows. ENGLISH LANGUAGE DEVELOPMENT • For ELD Instruction, we lack systematic implementation and monitoring in K-12. The lack of specific instructional strategies to assist English Learners in moving from Intermediate to Early Advanced levels of proficiency has resulted in long-term EL. According to the ELSSA, 40% of EL students at LUSD are still at the Intermediate CELDT level after six or more years in US schools. • We have a current weakness in student achievement monitoring in which teachers and administrators do not consistently use information from ongoing assessments to plan and provide instruction based on student language proficiency and academic performance goals. In addition, students are not consistently monitored to achieve AMAO progress on proficiency goals on the CELDT each school year. Finally, teachers and administrators do not consistently meet to monitor formative assessments to plan instruction. The APS Survey, EL-SLT, and ELSSA verify this. ACCESS TO APPROPRIATE CORE INSTRUCTION • Ineffective instructional practices in order to provide access to grade-level standards across core content areas, specifically English Language Arts and Mathematics. AMAO III results verify this as one of our root causes. • Lack of appropriate interventions for EL students supplemental to the core instruction in ELD, ELA, and Math, as verified by walk-through observations, analysis of master schedules, teacher/principal interviews, feedback from both site ELAC and DELAC, data from the English Learner School Level Tool, and ELSSA. • Inappropriate placement practices of EL students in all core curricular courses, particularly those designated as SDAIE courses. Analysis of master schedules listing where students are spending their time and under what course titles, EL instructional services in the R-30 report, and student grades in core curricular areas. PROFESSIONAL DEVELOPMENT • All teachers have not been provided with training in English Language Development instruction. We lack professional development in the use of a consistent, well-defined ELD Program. The EL-SLT, walk through observations and input from K-5 school-site ELD Task Force representatives all verify this. • Content experts and coaches have not been consistently allocated to support and assist K-12 teachers during English Language Development instruction and provide strategies for EL students to successfully access the core curriculum.

3. IDENTIFY THE SOLUTION(S): Describe the research-based solutions to solve the low achievement problem(s) listed above.

ENGLISH LANGUAGE DEVELOPMENT • Data related to English Learners will be used to determine the most appropriate ELA/ELD 2008 Program II curriculum. • Systematic English Language Development targeted to student proficiency levels will be

provided K-12 with appropriate monitoring to ensure full implementation. • Specific instructional strategies to assist English Learners in moving from Intermediate to Early Advanced levels of proficiency will be researched and developed in order to decrease the number of long-term EL students in the LUSD. • Teachers and administrators will consistently use information from ongoing assessments to plan and provide instruction based on student language proficiency and academic performance goals. In addition, students will be consistently monitored to achieve AMAO progress on proficiency goals on the CELDT each school year. Finally, teachers and administrators will meet to monitor formative assessments to plan instruction. ACCESS TO APPROPRIATE CORE INSTRUCTION • Effective instructional practices to provide access to grade-level standards across core content areas will be researched and developed, with special attention to English Language Arts and Mathematics. • Appropriate interventions for EL students supplemental to the core instruction in ELD, ELA, and Math will be implemented. • LUSD will ensure appropriate placement practices are followed for EL students in all core curricular courses, particularly those designated as SDAIE courses. PROFESSIONAL DEVELOPMENT • All teachers and administrators will be provided training in English Language Development instruction above and beyond SB472 core ELA adoption. • Content experts and coaches will be allocated to support and assist K-12 teachers during English Language Development instruction and to provide strategies for EL students in order to successfully access the core curriculum.

Standard: B.1.c. All English Learners have Access to Appropriate English Language Development Instruction

Focus/Objective: Highly Qualified ELD Instructors - Focus/Objective: All English Learners will be assigned to a highly qualified instructor and properly placed according to assessed level of need.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
<p>Site Administrators: In order to maintain a focus on high-quality instruction, site administrators will maximize instructional time and effectiveness and promote student engagement. Well paced lessons with tasks and instructions at appropriate levels will be monitored. Academic and social expectations will be established, explicitly taught, and consistently implemented. Monitoring of appropriate daily K-6 ELD instruction will be done through the use of classroom walk through observation checklists, ELD schedules, and pacing calendars.</p>	<p>Program Director, Site administrators, EL Coordinator 07/20/2009 - This item need frequent monitoring by site administrators with support from the District's EL Coordinator. The monitoring process is also described in Daily ELD Instruction, Action item 3 (Monitoring K-6 ELD instruction.)</p>	<p>\$0.00</p>	<p>No funding required</p>
<p>EL Credentialed Teachers: 2. Students at the strategic and intensive levels of ELD as determined by CST scores, will only be instructed by CLAD or equivalent EL credentialed teachers.</p>	<p>Program Director, Director of Personnel, Site administrators 07/20/2009 - This item is ongoing.</p>	<p>\$0.00</p>	<p>No funding required</p>
<p>English Teachers in 7-12: 3. All ELD instructors at the secondary level (grades 7-12) must be appropriately credentialed English teachers.</p>	<p>Program Director, Director of Personnel, Site administrators 07/20/2009 - This item will be ongoing</p>	<p>\$0.00</p>	<p>No funding required</p>
<p>Teaching ELD and Regular English: 4. Every secondary (7-12) ELD teacher will teach no less than 1 regular core English class.</p>	<p>Program Director, Director of Personnel, Site administrators 07/20/2009 - This item needs to be monitored by revising the master schedule each semester.</p>	<p>\$0.00</p>	<p>No funding required</p>
<p>K-6 ELD Placement: 5. All K-6 EL placement in ELD will be based on most current CELDT scores, working ADEPT levels of proficiency, and current program diagnostics. The most current CELDT and ADEPT</p>	<p>EL Coordinator, Site administrators, Teachers 07/20/2009 - To be monitored by the third week of a new school year.</p>	<p>\$0.00</p>	<p>No funding required</p>

<p>scores will be used to group EL students in K-6 for ELD instruction. Completed groupings and ELD schedules will be included in the master schedule and submitted to the EL Coordinator by the third week of a new school year.</p>			
<p>7-12 ELD Placement: 6. All 7-12 EL placement in ELD will be based on most current ELA adoption placement tool, CELDT scores, CST ELA scores, and the Diagnostic Placement Inventory or similar instrument.</p>	<p>EL Coordinator, Site administrators, Teachers 08/25/2009 - This item will be monitored by revising the master schedule each semester.</p>	\$0.00	No funding required

Focus/Objective: Daily ELD Instruction - All English Learners will receive daily Standards-based instruction in English Language Development targeted to their assessed level of proficiency.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
<p>New ELA/ELD Adoption: 1. The District will use State Board of Education criteria to adopt new K-12 English Language Arts-English Language Development Program that focuses on the needs of English Learners. A District adoption committee will oversee the selection of the materials.</p>	<p>Program Director, Site administrators, EL Coordinator, EL Specialists, Literacy Specialist, Task For 08/25/2009 - 08/25/2010 This item may be delayed by the state until 2010.</p>	\$950,000.00	Instructional Materials Realignment, IMFRP (AB 1781): \$950,000.00
<p>Supplementary EL Materials: 2. Purchase site-specific supplementary instructional ELD materials for grades K-12 designed to help EL students become proficient in reading, writing, and speaking English.</p>	<p>Program Director, Site administrators, EL Coordinator, EL Specialist, Teachers 01/15/2009 - 06/29/2009 The AB 1802 funds must be spent by June 2009.</p>	\$49,000.00	Instructional Materials: English Language Learners: \$49,000.00
<p>Monitoring K-6 ELD Instruction: 3. Monitoring of appropriate daily K-6 ELD instruction through the use of classroom walk through observation checklists, ELD schedules, and pacing calendars.</p>	<p>Program Director, Site administrators, EL Coordinator, EL Specialist, Teachers 07/20/2009 - This item needs to be monitored frequently by site administrators, EL Coordinator and other support personnel.</p>	\$0.00	
<p>Advanced ELD Class: 4. Develop a common framework and syllabi for the purchase and implementation of the Advanced ELD curriculum in grades 7-12, using State approved materials.</p>	<p>Program Director, EL Coordinator, EL Specialists, Teachers ELD Task Force Members 7-12, Secondary tea 08/25/2009 - 06/29/2009 We will have the ELD Task Force 7-12 working next year in the development/implementation of this item.</p>	\$12,500.00	Economic Impact Aid: Limited English Proficiency (LEP): \$12,500.00

Standard: B.1.d. All English Learners have Access to Appropriate Reading/Language Arts Instruction

Focus/Objective: Effective Instructional Practices - Effective instructional practices to provide access toward grade-level English Language Arts standards.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
<p>Site Administrators: 1. In order to maintain a focus on high-quality instruction, site administrators will</p>	<p>Program Director, Site administrators, Teachers 07/20/2009 -</p>	\$0.00	No funding required

maximize instructional time and effectiveness and promote student engagement. Well paced lessons with tasks and instructions at appropriate levels will be monitored. Academic and social expectations will be well established, explicitly taught, and consistently implemented.	Site administrators will monitor lessons.		
New ELA/ELD Adoption: 2. The District will use State Board of Education criteria to adopt new K-12 English Language Arts-English Language Development Program that focuses on the needs of English Learners. A District adoption committee will oversee the selection of the materials with the support and guidance of the Santa Barbara County Office of Education.	Program Director, EL Coordinator, EL Specialists, Literacy Specialist, Task Force members, Teachers 01/15/2009 - 06/29/2009 Due to the State fiscal crisis the actual funding of the adoption will probably be delayed for one year or more. We will proceed with the selection of the ELA/ELD materials that will be adopted.	\$0.00	
Monitoring K-12 ELA Instruction: 3. Monitoring of appropriate daily K-12 ELA instruction through the use of classroom walk through observation checklists, and pacing calendars.	Program Director, Site administrators, EL Coordinator, Teachers 07/20/2009 - Frequent monitoring of ELA instruction.	\$0.00	No funding required
Differentiated Instruction in ELA: 4. With an emphasis on instruction in reading, writing, and acquisition of academic vocabulary, teachers K-12 will differentiate instruction to adapt learning contexts using A Focused Approach to Frontloading; Systematic ELD; and Constructing Meaning.	Program Director, Site administrators, EL Coordinator, EL Specialist, TeachersSite administrators, T 08/25/2009 - We are currently piloting "Constructing Meaning" in Lompoc Valley Middle School and continuing professional development in "Systematic ELD" for all K-3 staff.	\$0.00	No funding required
ELA Intervention Materials: 5. For students assessed 2 or more years below grade level, SBE adopted core intervention materials will be used in order to accelerate performance toward grade-level standards with the goal of completing the program with a 2-3 year timeline.	Program Director, Site administrators, EL Coordinator, EL Specialist, Teachers 07/20/2009 - We will continue to use our current ELA intervention materials (High Point) until a new adoption is funded.	\$0.00	No funding required

Focus/Objective: Appropriate ELA Interventions - Appropriate interventions for EL students K-12 supplemental to the core instruction in English Language Arts will be implemented.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Intervention Task Force: 1. EL Specialists will serve on the LUSD Intervention Task Force to ensure the Pyramid of Interventions addresses the needs of EL students in ELA.	Program Director, Site administrators, EL Coordinator, EL Specialists, Task Force members, Teachers, 09/15/2009 - The LUS District Intervention Task Force has been in existence for 8 years. We are planning to focus the task force on EL Interventions. The task force meets about 4 times per year and includes district and site administrators, EL Coordinator, Teachers, and parents (including a DELAC representative).	\$0.00	No funding required
Allocation of Resources: 2. Allocate resources, time, and staff for students at all grade levels that have	Program Director, Site administrators 07/20/2009 -	\$100,000.00	NCLB: Title III, Limited English Proficient (LEP)

not demonstrated competence in reading and writing standards.			Student Program: \$100,000.00
Universal Access: 3. Maximize and protect Universal Access scheduling for language arts and organize the resources and personnel needed to support interventions for English Learners.	Program Director, Site administrators, Teachers 07/20/2009 -	\$0.00	No funding required
Reinforce Core ELA Program: 4. Effectively implement instructional elements of the core ELA adoption that reinforce and extend the basic program: • Reading intervention kits in grades 1-8 • Extra support for EL students K-8 • Extra support for struggling readers K-8 • Intensive vocabulary instructional support K-3	Program Director, Site administrators, EL Coordinator, EL Specialist, Teachers 07/20/2009 -	\$0.00	No funding required
ELA Intervention in Grades 7-12: 5. Research, adopt, and implement state-approved curriculum for secondary EL students in grades 7-12 to access high school standards with specialized instruction to build reading and writing skills.	Program Director, Site administrators, EL Coordinator, EL Specialists, Teachers 07/20/2009 - Subject to State budget appropriation for ELA/ELD adoption.	\$0.00	No funding required
Extended Learning Opportunities: 6. English Learners will be provided with extended learning opportunities (i.e. afterschool, summer school) that address assessed level of need in literacy, numeracy and language development	Program Director, Site administrators, EL Coordinator, EL Specialists, Teachers 07/20/2009 - Subject to availability of state funding after mid-year cuts.	\$80,000.00	Economic Impact Aid: Limited English Proficiency (LEP): \$80,000.00

Standard: B.1.e. All English Learners have Access to Appropriate Mathematics Instruction

Focus/Objective: Qualified Math Instructors - All English Learners will be assigned to a highly qualified Mathematics instructor and properly placed according to assessed level of need.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Site Administrators: 1. In order to maintain a focus on high-quality instruction, site administrators will ensure maximized instructional time and effectiveness and promote student engagement by EPC guidelines. Well paced lessons with tasks and instructions at appropriate levels will be monitored. Monitoring of appropriate daily Math instruction through the use of classroom walk through observation checklists, Math schedules, and pacing calendars. Academic and social expectations are well established, explicitly taught, and consistently implemented.	Program Director, Site administrators, Teachers 07/20/2009 - Frequent monitoring by site administrators will be required.	\$0.00	No funding required
Intervention Task Force: 2. EL Specialists will serve on the LUSD Intervention Task Force to ensure the	Program Director, Site administrators, EL Coordinator, EL Specialists, Task Force	\$0.00	No funding required

Pyramid of Interventions addresses the needs of EL students in ELA.	members,Teachers, 09/15/2009 -		
EL Credentialed Teachers: 3. Students identified at the strategic and intensive levels in Mathematics as determined by CST scores, will only be instructed by CLAD or equivalent EL credentialed teachers.	Program Director, Director of Personnel, Site administrators 08/25/2009 -	\$0.00	No funding required
Math Teachers: 4. All Mathematics instructors at the secondary level (grades 7-12) must be appropriately credentialed Math teachers.	Program Director, Director of Personnel, Site administrators 08/25/2009 -	\$0.00	No funding required
Common Placement Practice: 5. Develop and implement a common placement practice among 7-12 math students that takes into account transition between elementary 6th Grade students and middle school.	Program Director, Site administrators, EL Coordinator, Math Task Force members, Secondary Counselors 08/25/2009 - This item will need to be included in the Math Task Force and Secondary Counselors Meetings.	\$0.00	No funding required

Focus/Objective: Mathematics Instruction and Intervention - All English Learners have Access to Appropriate Mathematics instruction and interventions supplemental to the core instruction in Math will be implemented.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Intervention Task Force: 1. EL Specialists will serve on the LUSD Intervention Task Force to ensure the Pyramid of Interventions addresses the needs of EL students in ELA.	Program Director, EL Coordinator, EL Specialists, Task Force members 09/15/2009 - The Intervention Task Force meets about four times per year.	\$0.00	No funding required
Recent Math Adoption: 2.The District will support the implementation of the newly adopted K-12 Mathematics Program Universal Access components with a focus on the needs of English Learners, with the support of SBCEO.	Program Director, Site administrators, EL Coordinator, Math Task Force members, Teachers and SBCEO M 08/25/2009 - The LUSD Board approved the new Math adoption (12/09/08) but put funding on hold.	\$686,270.00	Instructional Materials Realignment, IMFRP (AB 1781): \$686,270.00
Monitoring Math Instruction: 3. Monitoring of appropriate daily K-12 Mathematics instruction through the use of classroom walk through observation checklists, pacing calendars, and professional development.	Program Director, Site administrators, Teachers 08/25/2009 - Math instruction needs to be monitored frequently by site administrators and other support personnel.	\$0.00	No funding required
Intervention Task Force: 4. EL Specialists will participate in the LUSD Intervention Task Force's adoption of a Mathematics Intervention Program for grades 4-8 to represent the needs of EL students.	Program Director, EL Coordinator, EL Specialists, Task Force members 09/15/2009 - The Intervention Task Force meets about four times per year.	\$0.00	No funding required
Formative Assessments: 3. Through a collaborative process, LUSD will develop and implement District-wide formative assessments in grades 6-12.These scores, in addition to CST scores, teacher	Program Director, Site administrators, EL Coordinator, Secondary Counselors, Teachers 08/25/2009 -	\$0.00	No funding required

<p>recommendation, grades, and ELD status will be used to determine mathematics' students remediation needs and placement for intervention to be used throughout the year.</p>			
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Standard: G.1.a. Professional Development Includes Research-based Strategies to Improve EL Outcomes

Focus/Objective: Professional Development for Teachers and Administrators - All teachers and administrators will be provided training in English Language Arts, English Language Development, and Mathematics instruction above and beyond SB472 core ELA adoption. Additionally, staff development will be provided in mathematics interventions for English Learners.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
<p>SB 472 Training: 1. All eligible teachers and administrators completing the AB466 training prior to January 1, 2009 will attend the SB472 English Learner Institute</p>	<p>Program Director, Site administrators, EL Coordinator, EL Specialists, Teachers 08/25/2009 - 06/29/2010</p>	<p>\$7,050.00</p>	<p>Economic Impact Aid: Limited English Proficiency (LEP): \$7,050.00</p>
<p>Systematic ELD: 2. All untrained K-3 teachers in Program Improvement schools will attend a 4-day Institute on Systematic English Language Development; facilitated by Santa Barbara County Education Office</p>	<p>Program Director, Site administrators, EL Coordinator, EL Specialists, Teachers 01/14/2009 - 04/30/2009</p>	<p>\$72,500.00</p>	<p>NCLB: Title II, Part A, Teacher Quality: \$72,500.00</p>
<p>Systematic ELD-Follow-up: 3. All K-5 Teachers trained in Systematic ELD prior to the 2008/2009 school year, will attend a 1-day follow up seminar</p>	<p>Program Director, Site administrators, EL Coordinator, EL Specialist, Teachers 02/15/2009 - 03/15/2009</p>	<p>\$4,300.00</p>	<p>NCLB: Title II, Part A, Teacher Quality: \$4,500.00</p>
<p>Walk-through Process: 4. Teachers and Administration at all sites will attend Professional Development training on a classroom walk through process; facilitated by SBCEO</p>	<p>Program Director, Site administrators, EL Coordinator, EL Specialist, Teachers 01/15/2009 -</p>	<p>\$10,000.00</p>	<p>NCLB: Title I, Basic School Support: \$5,000.00 NCLB: Title II, Part A, Teacher Quality: \$5,000.00</p>
<p>Professional Development for K-12 Mathematics: 5. Explore available research-based professional development opportunities for literacy-based, collaborative teaching and learning strategies in the area of Mathematics for K-12 teachers and site administrators.</p>	<p>Program Director, Site administrators, EL Coordinator, EL Specialists, Teachers, SBCEO Math Coordin 09/15/2009 -</p>	<p>\$85,000.00</p>	<p>NCLB: Title II, Part A, Teacher Quality: \$50,000.00 NCLB: Title I, Basic School Support: \$35,000.00</p>
<p>Professional Learning Community: 6. Continue to provide Professional Development opportunities to further the implementation of the PLC philosophy throughout the District as a means for ensuring success for all EL students in all content areas.</p>	<p>Program Director, Site administrators, EL Coordinator, EL Specialists, Teachers 09/15/2009 -</p>	<p>\$10,000.00</p>	<p>NCLB: Title II, Part A, Teacher Quality: \$10,000.00</p>
<p>Academic Language: 7. Continue professional development of academic language instruction for teachers in core content areas grades 7-12. (i.e. Constructing</p>	<p>Program Director, Site administrators, EL Coordinator, EL Specialists, Teachers 08/25/2009 - We are currently piloting "Constructing Meaning"</p>	<p>\$5,000.00</p>	<p>NCLB: Title III, Limited English Proficient (LEP) Student Program: \$5,000.00</p>

<p>Meaning, Marzano, Kinsella)</p>	<p>at Lompoc Valley Middle. The plan is to continue CM at other middle school and high schools (Lompoc HS and Cabrillo HS)</p>		
<p>ELA Interventions: 8. Provide continuous site-based professional development in the use of ELA core intervention components.</p>	<p>Program Director, Site administrators, EL Coordinator, EL Specialists, Teachers 08/25/2010 - Actual implementation depends on the funding available for ELA/ELD adoption. Probably delayed one to two years.</p>	<p>\$0.00</p>	<p>No funding required</p>
<p>District-wide Expectations: 9. Unify District-wide expectations regarding basic fundamental classroom practices including student engagement strategies and management techniques through use of both district and site grade level and cross-grade level Professional Learning Community collaboration opportunities.</p>	<p>Program Director, Site administrators, EL Coordinator, EL Specialists, Teachers, SBCEO Director of 08/25/2009 -</p>	<p>\$0.00</p>	<p>No funding required</p>
<p>Professional Development for EL Specialists: 10. Provide ongoing professional development in instruction, coaching, data analysis, and leadership to EL Specialists.</p>	<p>Program Director, EL Coordinator, EL Specialists 09/15/2009 -</p>	<p>\$5,000.00</p>	<p>Economic Impact Aid: Limited English Proficiency (LEP): \$5,000.00</p>
<p>Opportunities for EL Certification: 11. Continue to offer LUSD staff with opportunities for EL Certification in order to provide EL students with highly qualified instructors.</p>	<p>Program Director, Director of Personnel, Site administrators 09/15/2009 - We have offered extensive CLAD training for LUSD teachers. We have still a few teachers that may need CTEL training.</p>	<p>\$7,500.00</p>	<p>NCLB: Title II, Part A, Teacher Quality: \$7,500.00</p>
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