



# LEA Plan Addendum

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## Upland Unified School District

Revision Approved by UUSD Board of Education on June 9, 2015

### BOARD OF EDUCATION

P. Joseph Lenz  
Steve Frazee  
Linda Angona  
Wes Fifield  
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### SUPERINTENDENT

Nancy Kelly, Ed.D.

***EVERY SINGLE STUDENT, EVERY SINGLE DAY...***

**Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

**Planned Improvement in Title III Programs for Limited-English-Proficient (LEP) Students and Immigrants**

(Summarize information from district-operated programs and approved school-level plans)

Performance Goal 2 must include the following:		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1a: Describe the programs and activities to be implemented in accordance with Title III.	<p>a. <b>*Mainstream Program</b> – This program is designed for student who are native English speakers or who already have acquired “reasonable fluency in English.” “Reasonable fluency in English” is defined as an overall score of Intermediate or higher with each skill area score in reading, writing, listening, and speaking of Early Intermediate or higher as measured by the CELDT.</p> <p><b>*Language Enrichment Program / Alternative Program</b> – A specially designed academic course to meet the special educational needs of English Learners with less than reasonable fluency as determined by the CELDT <u>and</u> whose parents have signed a parental exception waiver.</p>	<p>All certificated staff/  Reading Specialist  Certificated BCLAD Teacher  August 2015 to June 2016</p>			
	1b: Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives (AMAOs).	<p>b. The District’s Master Plan for English Learners sets for the direction of the District to improve academic achievement. Included in the Master Plan is the Accountability System for English Learners outlining the expectations for students in attaining English proficiency and academic proficiency.</p> <p>The Master Plan for English Learners is pending guidance from the State.</p>	<p>Reading Specialist  ELD Teachers/On-going</p>	Programs and Curriculum	\$45, 000	Title I, III and LCFF

	<p>1c: Describe how the school sites will be held accountable for:</p> <ul style="list-style-type: none"> <li>▪ meeting the AMAOs</li> <li>▪ making adequate yearly progress for English Learners (ELs);</li> <li>▪ annually measuring English proficiency of ELs so that the students served develop English proficiency while meeting State Academic content and student achievement standards;</li> </ul>	<p>The schools receiving funds will be held accountable for:</p> <ul style="list-style-type: none"> <li>▪ Meeting AMAOs using the State developed expectations. Progress based on disaggregated data for EL's and used as part of the District and site AYP*.</li> <li>▪ Growth in ELD, based on CELDT and multiple measures, as part of the District accountability system.</li> <li>▪ Sites not meeting one or more AMAOs will describe the improvement strategies and specific actions steps. The description will be included in the site Single Plan for Student Achievement.</li> </ul> <p><i>*Meeting AYP requirement is at a standstill until the new accountability system is determined. High Schools will continue to be accountable for this measurement.</i></p>	<p>Site Administrators</p> <p>Teachers</p> <p>Reading Specialist</p> <p>ELD Teachers</p> <p>District Office</p> <p>October 2015 to June 2016</p>		<p>\$20,000</p>	<p>Title I, III and LCFF</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1d: Describe how the LEA will promote parental and community participation in programs for ELs.	<p>d. Upland Unified School District promotes parental and community involvement through the following:</p> <ul style="list-style-type: none"> <li>• Parents are involved in developing site and District plans including the State mandated LCAP</li> <li>• All schools have a properly constituted ELAC.</li> <li>• Each school has a parent or staff representative on the DELAC.</li> <li>• The DELAC is legally constituted and advised the District on all legal responsibilities.</li> <li>• Leadership and parental involvement training is offered for DELAC members.</li> <li>• Training for ELAC members is provided at the District-level and on site.</li> <li>• Adult literacy, ELD classes are provided for parents and community.</li> <li>• Technical assistance to sites is provided for planning effective parent involvement.</li> <li>• Parents will receive individual student assessment results and program descriptions in English and Spanish, as they are made available by State and Federal Assessment Program.</li> <li>• All schools will implement a School-Parent Compact.</li> <li>• Parents are trained on how to effectively communicate with schools.</li> <li>• All communications will be translated into Spanish.</li> <li>• Childcare is provided to increase parent participation.</li> <li>• Parents from all sites will participate in the review and update of the Title III LEA Plan.</li> </ul>	<p>Site Administrators</p> <p>Teachers</p> <p>Resource Specialist</p> <p>Director of Educational Services</p> <p>September 2015 to June 2016</p>		\$50,000	Title I, III and LCFF

	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research. The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>▪ English proficiency; and</li> <li>▪ Academic achievement in the core academic subjects</li> </ul>	<p>UUSD uses materials from the State Approved list of Adoptions for Core Curriculum. State adopted texts meet the requirements for scientifically based research. These materials assist the district in aligning curriculum and instruction to the State Standards. All students in the district have access to the core curriculum and a high-quality instructional program.</p> <p>To increase English proficiency, the District Master Plan outlines English Language Development which be provided for English learners at their proficiency level.</p> <p>The Districts' quarterly staff Upland University institutes, for both teachers and all instructional administrators, provide strategies for differentiated instruction and the use of assessments and student data to guide instruction in all content areas, including ELD.</p> <p>All EL's take the State-mandated CELDT, CST (in grades mandated by the State), local District Wide and Interim Assessments, and CAHSEE.</p> <p>A multi measure system consisting of disaggregated data on EL's progress is used to inform instruction and is as part of the District and school site AYP.</p> <p>EL's have opportunities for extended-day intervention, including Saturdays and summer academies.</p> <p>Title III-LEP funds will be used exclusively to supplement, not supplant, the core ELD curriculum and support the supplemental services and enrichment opportunities.</p>	<p>Site Administrators</p> <p>Teachers</p> <p>Reading Specialist</p> <p>Literacy Lab Instructional Aides</p> <p>September 2015 to June 2016</p>		<p>\$140,000</p>	<p>Title I, III and LCFF</p>
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	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel that:</p> <ul style="list-style-type: none"> <li>▪ is designed to improve the instruction and assessment of LEP children;</li> <li>▪ is designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>▪ is based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>▪ of sufficient intensity and duration to have a long term effect that will result in positive and lasting impact on teacher performance in the classroom.</li> </ul>	<p>3. a-d</p> <ul style="list-style-type: none"> <li>• A comprehensive, on-going, professional development program for all teachers, administrators and support is provided through a system-wide focus on achievement of English Learners on Professional Development Days, Educational Services trainings, multi-day institutes, monthly site meetings and other workshops.</li> <li>• Training for teachers who do not hold certification to teach English Learners is required.</li> <li>• The content of the professional development program and curriculum will include effective teaching and learning strategies for English Learners targeted to their different linguistic and academic needs.</li> <li>• Individual sites also plan professional development based on their unique needs and reflected in the Single Plan for Student Achievement. A clearly focused, coherent professional development plan will be updated annually and reflected in the Single Plan for Student Achievement.</li> <li>• Each site will have a Professional Learning Community (PLC) Effective teams comprised of Teachers and Administrators.</li> </ul> <p>PLC Teams meet regularly to receive training and discuss District wide initiatives and data reports as they relate to English Learners.</p>	<p>Site Administrators</p> <p>Certificated Staff</p> <p>Classified Instructional Aides</p> <p>Teachers on Special Assignment</p> <p>Reading Special</p> <p>August 2015 to July 2016</p>		\$100,000	Title I, III and LCFF
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Performance Goal 2 for LEAs receiving or planning to receive Title III LEP funding may include the following:	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	<p>4. Upgrade program objectives, effective instruction strategies, curricula, instruction materials, educational software, and assessment procedures</p>	<p><b>If yes, describe:</b></p> <p><b>NO – We continuing the work and objectives to fidelity.</b></p>			



	<p>5. Provide:</p> <ul style="list-style-type: none"> <li>▪ tutorials and academic or vocational education for LEP students; and</li> <li>▪ intensified instruction</li> </ul>	<p><b>If yes, describe: YES</b></p> <p>The Title III intensive intervention and tutorial program will focus on the specific needs of the EL's in order to achieve:</p> <ul style="list-style-type: none"> <li>• English language proficiency who have not demonstrated adequate progress</li> <li>• Grade level academic proficiency</li> <li>• Meet the re-designation criteria</li> <li>• Meet the Graduation criteria</li> </ul> <p>The program will use consistent, systematic instruction to:</p> <ul style="list-style-type: none"> <li>• Develop phonemic awareness, phonics, systematic word recognition, and high frequency word recognition</li> <li>• Read and respond to various genre</li> <li>• Read, comprehend and respond orally and in writing across all content areas</li> <li>• Develop effective strategies for processing texts at increasingly challenging levels of difficulty</li> <li>• Develop reading comprehension and academic vocabulary</li> <li>• Read independently for pleasure and academic advancement</li> </ul> <p>Instruction will be designed and modified using information from on-going formal and informal assessment of each student's strengths and needs.</p> <p>A list of potential candidates for reclassification will be issued in the fall so sites can target instruction to these identified students.</p> <p>Instructional assistants will work in classrooms to assist EL students with English proficiency, so that students may effectively access the core curriculum.</p>	<p>Reading specialist</p> <p>Teachers</p> <p>Instructional Aides</p> <p>September 2015 to June 2016</p>		<p>\$100,000</p>	<p>Title I, III and LCFF</p>
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	<p>6. Develop and implement programs that are coordinated with other relevant programs and services</p>	<p><b>If yes, describe: YES</b></p> <p>Elementary, Junior High, and High Schools will provide support to EL students through the use of the AVID program at each site.</p>	<p>Site Administrators</p> <p>AVID Teachers</p> <p>AVID Coordinators</p> <p>Teacher on Special Assignment</p> <p>AVID Tutors</p> <p>September 2015 to June 2016</p>		<p>\$25,000</p>	<p>LCFF</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	7. Improve the English proficiency and academic achievement of LEP children.	<p><b>If yes, describe: YES</b></p> <ul style="list-style-type: none"> <li>▪ ELD Standards aligned materials have been purchased. Initial training has taken place. Reading Specialist/Literacy Leads provide ongoing classroom embedded training and support in the use of these materials.</li> <li>• We are working toward all Elementary sites will use an ELD Student Report to document student progress in language acquisition. The district wide writing prompts from Treasures (K-6) and will be part of the ELD Student Report which will be instituted 2015-2016 school year and will continue to be modified to meet the needs of our monitoring system. Professional development continues to be provided on the use of the ELD Writing Prompts and the alignment to the ELD Student Report to guide instruction in order to attain grade level proficiency in writing.</li> <li>• All Secondary sites will use an ELD Student Report to document student progress in language acquisition. The district-developed writing will be part of the ELD Student Report, which will be instituted 2015-16 school year and will continue to be modified to meet the needs of our monitoring system. Professional development continues to be provided on the use of the ELD Writing Prompts and the alignment to the ELD Student Report to guide instruction in order to attain grade level proficiency in all content areas.</li> <li>• Professional development corresponding to the core ELD program and the use of the supplemental ELD materials will be provided to both teachers and administrators.</li> </ul>	<p style="text-align: center;">EL Coordinators</p> <p style="text-align: center;">Site Administrators</p> <p style="text-align: center;">Teachers</p> <p style="text-align: center;">Director of Educational Services</p> <p style="text-align: center;">Director of Assessment &amp; Educational Technology</p> <p style="text-align: center;">October 2015 to June 2016</p>		\$30,000	Title III

	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families to:</p> <ul style="list-style-type: none"> <li>▪ To improve English language skills of LEP children; and</li> <li>▪ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<p><b>If yes, describe: YES</b></p> <p>Training will be provided to assist parents in understanding such topics as the state’s academic content and achievement standards, the assessments being used, e.g., CELDT, and how to monitor their children’s progress and work with staff to improve their achievement.</p> <p>Parents will be provided materials and training, such as literacy training and training on how to use technology, to help parents to work with their children to improve achievement.</p> <p>ESL classes will be provided at the site (through Adult Education).</p> <p>The District and school staff shall provide other reasonable support for parent involvement activities as parents may request.</p>	<p>Site Administrators</p> <p>Teachers</p> <p>Resource Specialist</p> <p>Director of Educational Services</p> <p>October 2015 to June 2016</p>		<p>\$30,000</p>	<p>Title I, Title III LCFF, Adult Ed</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	9. Improve the instruction of LEP children by providing for: <ul style="list-style-type: none"> <li>▪ The acquisition or development of educational technology or instructional materials</li> <li>▪ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>▪ Incorporation of the above resources into curricula and programs.</li> </ul>	<b>If yes, describe: YES</b> Additional supplemental materials that are designed to complement the district's core English Language Development (ELD) materials will be purchased for and provided to every ELD teacher K-12.	District Office  July 2015 to June 2016		\$100,000	Title I, Title III, LCFF
	10. Other activities consistent with Title III.	<b>If yes, describe: NO</b>				
<b>LEP Estimated Costs Total:</b>					<b>\$640,000</b>	
<b>LEP ≤ 2% for Indirect Costs:</b>						

**Plans to Provide Services for Immigrants**

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table.		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children	<b>If yes, describe: NO</b>				
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth	<b>If yes, describe: NO</b>				
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth	<b>If yes, describe: NO</b>				

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds	<b>If yes, describe: NO</b>				
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services	<b>If yes, describe: NO</b>				

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	6.	Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education	<b>If yes, describe:</b>			
	7.	Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrant students and their families by offering comprehensive community services	<b>If yes, describe:</b>			
<b>Immigrant Estimated Costs Total:</b>						
<b>Immigrant Indirect Costs:</b>						