

Title III LEA Plan Performance Goal 2

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 19647330110304

LEA Name: Los Angeles Academy of Arts and Enterprise

Title III Improvement Status: Year 2016-17

Fiscal Year: Year 1

EL Amount Eligibility: \$13,539

Immigrant Amount Eligibility: \$4,685

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

A. Required Content	<p style="text-align: center;"><i>Implement programs and activities in accordance with Title III</i></p> <p>Summary of Services</p> <p>The testing coordinator will test and progress monitor English language learners with support from the EL Paraprofessional. All teachers are expected to incorporate SDAIE strategies in their lessons and incorporate best practice strategies when working with EL students, and will be evaluated formally on this expectation. The EL Paraprofessional provides support to EL students both via pull out and push in in core classes. Additionally, since the EL paraprofessional is hired by both the school and the afterschool program provider, there is a seamless continuation of services provided beyond the school day to English learners. Moreover, the EL Coordinator works closely with the Guidance Counselor and administrative team to ensure that EL students have schedules (whether specific teacher placements or course placements) which maximizes their opportunities for success. Students needing an ELD or reading/math intervention course will have their courses prioritized by the Guidance Director. Moreover, LAAAE continues to offer reading/math intervention courses to students who meet the reclassification criteria but still require support with English. Students are also encouraged to participate in the afterschool program and to avail themselves of teacher office hours to continue receiving academic support beyond the school day.</p> <p>LAAAE’s instructional program for English learners promotes language acquisition, oral language development, and enriched learning opportunities for all EL students. The key components of the LAAAE English Learner program are:</p> <ul style="list-style-type: none"> • Targeted support for English learners through an English Language Development (ELD) course during the regular instructional day and beyond the school day. • Use of Specifically Designed Academic Instruction in English (SDAIE) instructional strategies in all areas of the curriculum • Regular opportunities in every discipline for students to make presentations and express their learning and themselves verbally. • Progress monitoring of English learners through CELDT, Reading Plus, classroom assessments and teacher evaluations. • Additional math/reading skills courses targeted EL students to accelerate their progress in language acquisition and mathematics proficiency • Push-in support in the classroom provided by the Paraprofessional <p>Students are mainstreamed into regular courses during the instructional day ensuring that they are afforded meaningful access to the school’s academic core curriculum. The standards-based instructional program is presented in English with provisions to ensure comprehension for English learners and development of English as a second language. General Instructional Strategies to support ELs include various SDAIE strategies and differentiated instruction are used in all classes in order to also assist EL students. These include: anticipatory guide, brainstorming, comprehensive check, think-pair-share, Thinking Maps, group discussion, Quickwrites, and explicit vocabulary instruction.</p> <p>Reading and Math Intervention Courses</p> <p>English learners identified that have not achieved grade level proficiency, may be assigned to take an additional math and reading intervention course. This course focuses on improving reading development and math. In particular, the classes will focus on literacy and will increase reading comprehension, fluency, phonemic awareness, phonics, and vocabulary development. The classes will be co-taught by one English and one Mathematics teacher, to ensure literacy development support and math skills development. Research indicates that teaching literacy “is essential to achievement in every academic subject and to educational and economic opportunities beyond school.”¹ The panel found that focusing on phonemic awareness, phonics, reading comprehension, and fluency has a positive effect on the literacy development of language-minority students. Additionally, the research found</p>
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¹ August, D. & Shanahan T. (2006, July 7). *Developing literacy in second-language learners: Report of the national literacy panel on language-minority children and youth.*

that language-minority students “rarely approach the same levels of proficiency in text-level skills achieved by native English speakers.” In order to increase the found the text level-skills, it is important to build vocabulary knowledge as well as ability to define words, listening comprehension, and syntactic skills as these are all linked to reading and writing proficiency.

Targeted Small Group Instruction

During small group instruction, students are grouped by “level”; where level refers to data points such as lexile (reading grade) level and reading comprehension skill deficiency. Class is divided into three smaller cohorts and rotated between three stations in a given period. By lowering the ratio of students to teachers, more students receive instructional intervention specific to their individual need. The stations may vary depending on instructional need. Sample lists of stations are as follows: Reading Plus (Software), reading comprehension skill Intervention, vocabulary development, independent group work, Silent-Sustained Reading; and small group instruction dependent on individual student needs identified by Accelerator Math.

Instruction is differentiated in the Reading and Math Intervention Course to meet the needs of the individual student, and currently now comprises of two main components: Reading Plus and Accelerator Math.

- **Reading Plus** is a web-based reading program. Students take an annual baseline assessment, which determines the rate and comprehension relative to content difficulty in order to provide an intervention track for each student. Performance goals are automatically set, monitored, and modified based on ongoing assessments that are given throughout the individualized instruction path.
- **Accelerated Math** is a web-based mathematics program with assessment of skill level, tailoring of the instruction to match skill level, individual pacing and goal setting, ample practice, and immediate feedback to student and teacher on performance.

Understanding Secondary English Learners

Adolescent English Learners enrolled schools bring a variety of educational and cultural experiences to their classes. In order to develop and implement an effective program it is critical to identify student’s level of language proficiency and in their native language.

There are three major types of ELs enrolled at LAAAE. These include:

- Newcomers with formal schooling
- Newcomers with limited formal schooling
- Long Term English Learner (LTELs) with six or more years in any U.S. English Learner program.

Because adolescent EL student are a diverse group of learners in terms of their educational backgrounds, native language literacy, and socioeconomic status, acquiring English proficiency requires the use of a variety of strategies.

1. **Integrating all four language skills (Listening, Speaking, Reading and Writing) into instruction:** Els benefit from the integration of explicit instruction in listening, speaking, reading and writing across the curriculum, regarding of English proficiency levels. Oral language practice should not be scarified for more time in reading and writing.
2. **Teaching the components and processes of reading and writing:** It is important to teach ELs the components of reading: beginning with phonemic awareness and phonics and adding vocabulary, text comprehension, and fluency. After acquiring the basic skills, ELs need to become active readers and writers who use reading and writing processes.
3. **Focusing on vocabulary development:** Knowledge of words, word parts, and word relationships is critical if students are to understand topics in a content area. Teachers must teach multiple meanings of words and help students incorporate words into expressive vocabularies.
4. **Teaching reading comprehension strategies:** Els need to receive explicit instruction about reading comprehension strategies.
5. **Building and activating background knowledge:** Connecting instruction to what learners already now and then explicitly discuss how that knowledge applies to a new topic.
6. **Teaching language through content and themes:** Providing content or theme based instruction gives Els a framework for assimilating new information and applying language skills learned across the curriculum.
7. **Using primary language strategically:** Maximizing students’ knowledge of their primary language by clarifying concept and information through primary language support, bilingual dictionaries, glossaries, or other resources.

8. **Providing choice in learning activities:** Els are more motivated and successful when they have the opportunity to choose a text, task or partner.

After-school Tutoring

LAAAE's partnership with Youth Policy Institute (YPI) also assists EL students through afterschool tutoring and homework assistance. The school also give students access before, during and afterschool to assistive technology such as DuoLingo - a web-based language interactive application, which facilitates language acquisition.

Assess to Grade Level Core Curriculum

English Learners are provided with access to well-articulated, standards-based core curriculum. All core instruction is delivered in English through Specially Designed Academic Instruction in English (SDAIE) strategies. In order to ensure that the core content instruction is presented in a manner that is comprehensible to English Learners, a variety of strategies are incorporated into the classroom instruction such as:

- Contextualized instruction, liberal use of non-verbal language, visual support materials, regalia, thinking maps, graphic organizers, and verbal amplification in order to provide student with a variety of resources they can use to construct meaning.
- Explicit direct instruction to ensure vocabulary is comprehensible to students.
- Use of accommodations in the learning environment (such as appropriate wait time, pacing, or repetition) in order to maximize the number of students able to access the content.
- Providing multiple opportunities in every class period for academic discourse using sentence frames or group structures such as precision partnering
- Frequent check for understanding
- Integrating ongoing assessment of student progress through observation, portfolios, journals and analysis of student work.
- Literature within the students' appropriate lexile level range, available in classroom
- Using CELDT data, CAHSEE results, Reading Plus, SBAC results, and among other data sources to inform instruction, group structures, and progress monitoring.

Meeting the New State Standards

The Common Core State Standards for English language arts articulate rigorous grade-level expectations in the areas of speaking, listening, reading, and writing to prepare all students to be college and career ready, including English Learners. With Common Core pushing toward literacy across all content areas, the school has made literacy instruction a priority across all content areas. English Learners will also benefit from LAAAE's VAPA and entrepreneurship programs, which will allow students to present their learning in creative and artistic ways. The school's curriculum also allows students to learn how to engage in real-world situations so that they are able to participate on equal footing with native speakers in all aspects of social and civic endeavors.

Use the subgrant funds to meet all accountability measures

There basic program includes 1.5 FTE EL Paraprofessional support in the form of push in/pull out for the core classes. In addition to the basic support, the Title III EL funds will be used to purchase additional paraprofessional support to further support CELDT Level 1 EL Students with push in/pull out support throughout their classes (in addition to the basic support received), and in the ***intervention classes*** in ELA and Mathematics.

The Immigrant Title III EL funds will be utilized to purchase Rosetta Stone (curriculum) to better serve the growing number of new comer EL population, and their parents to increase parent engagement.

Hold the school sites accountable

The school will evaluate its EL program each year, and use this evaluation of the program to devise the provision of EL services. The School will administer the annual CELDT during the month of October, and initial CELDT exams to new arrival students upon enrollment at LAAAE during the remainder of the school year. The English Learner Advisory Committee (ELAC) will review these scores, reclassification rates, as well as progress monitoring information provided by the EL Coordinator and EL Paraprofessional. A variety of assessments in the core classes will also assist in monitoring the progress of EL students and their individual needs. EL teachers will work directly with the administration in order to evaluate and improve services given to EL students. Additionally, feedback provided by both families and students will also be utilized to improve the program and refine services.

The EL Coordinator and EL Paraprofessionals will monitor the progress of English learners, long term English learners (LTELs), and reclassified fluent English proficient (RFEP) on an ongoing basis and via various sources of data including annual CELDT assessment data, standardized assessments, Reading Plus data, Accelerated Math data, report cards, progress reports, classroom performance, teacher evaluations, Response to Intervention, parental feedback, and if applicable, Individualized Education Plans. This information will assist the school in determining student progress as well as the school's effectiveness servicing the needs of its EL population.

Through quarterly data analysis, teachers identify both ELs and FEPs who may be struggling to access grade level content. These students will continue to receive individual and small group intervention and targeting tutoring support by the EL paraprofessional(s). Students in the ELD program are monitored on a weekly basis.

Promote parental and community participation in programs for ELs

The school has a parent coordinator, parent advocate, and full-service community coordinator. Additionally, there is an English Learner Advisory Committee (ELAC) and Parent Teacher Organization (PTO) that meet regularly. Parents are invited to frequent progress nights. Meetings with a specific focus on parents of students receiving Title III services are held throughout the school year. Parental feedback is sought in the reclassification process. All required annual Title III notices are provided to the parents.

Parents have expressed the desire for language classes for themselves. Rosetta Stone curriculum will be able to be utilized by the parents to support family literacy, in addition to the primary use as supplementary curriculum for the ELD program for new comer EL students.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	<p>Provide high quality language instruction Please see above description of the program.</p>	Director of Curriculum and Instruction	Salary and Benefits	\$75,000	LCFF S&C
		ELA/Math Intervention Instructors	Salary and Benefits	\$140,000	Title I
		Intervention Software ReadingPlus	Curriculum and Instructional Materials	\$7,500	LCFF S&C
		Accelerated Math	Curriculum and Instructional Materials	\$7,500	LCFF S&C
		<u>EL Para Professional Support</u>			
	The core program includes 1.5 FTE EL Paras, who provide push in/pull out instruction throughout the core classes.	1(1.5) FTE EL Para	Hourly Pay	\$47,000	LCFF S&C
	The supplemental program (Title III funded) includes one (.625) FTE EL Para who provides <u>additional support (beyond the core program support) to CELDT Level 1 students in additional intervention classes, and/or other classes.</u>	1 (.625) FTE EL Para 5 hours/day x 192 days x \$14/hour = \$13,440.	Hourly Pay	\$13,539	Title III

	<p><i>Provide high quality professional development</i> Provide Teacher Professional Development Workshops and Training</p> <p>I. English Learner Strategies</p> <ul style="list-style-type: none"> a. Explicit Vocabulary Instruction b. SDAIE c. Facts about English Learners d. Common Core Shifts e. Tier II vocabulary words f. Literacy across the Curriculum <p>II. General Instructional Strategies</p> <ul style="list-style-type: none"> a. Thinking Maps b. Differentiation c. Arts Integration d. Springboard Training for ELA and Math <p>III. Outside Workshops</p> <ul style="list-style-type: none"> a. Arts Integration b. Springboard Training c. Common Core Math d. NGSS Awareness e. ELD/ELA, Literacy 	Director of Curriculum and Instruction	See above.	See above.	See above.
		Instructional Leadership Team	Salary/Stipend	\$8,000	LCFF
		Professional Development External	Consulting Services/Fees	\$10,000	LCFF

**Goal 2 Improvement Plan Addendum* (IPA) for items A-B:
Please describe the factors contributing to failure to meet desired accountability measures.**

Los Angeles Academy of Arts and Enterprise is a span school serving grades 6 through 12. Roughly 85% of the incoming students (in 6th grade) are reading approximately 4-5 grade levels below grade level - at an early intermediate or intermediate level, as defined by CELDT. Assessment data indicates students who continue enrollment through 11th grade yield an upward trajectory toward English proficiency. Students who are enrolled in US schools for 3 years or less demonstrate a very low level of language acquisition, scoring at the beginning level on CELDT.

Traditionally, LAAAE's primary population of EL students had been Students who had been in the US for 4 years or more. In 2014/15 the community (and LAAAE) in particular received an influx of New Comer EL students, A focus on data-informed instruction to serve the needs of new comer EL students was needed at a greater level. Resources and the EL program were redesignated to better serve the students specific learning needs. Traditionally, the EL population at LAAAE was largely LTEL students who were performing early intermediate/intermediate level. The student demographics changed dramatically, with a nearly equal population of new comer EL students.

LAAAE had historically met AMAO 1 and 2 targets, but in 2014/15 fell short by a narrow margin of 5%. The 2014/15 school year, as mentioned above, underwent a large shift in the EL population throughout the year. LAAAE's newcomer population increased dramatically, and the EL services that were previously implemented to support LTELs had to be redesigned to also better serve the needs of the newcomers. This initially put a strain on the school as the program underwent a redesigned to better serve the specific needs of LTELs and New Comers.

C. Required for Year 2

D. Required for Year 4	Goal 2 IPA* for items A-B: Please describe the factors contributing to failure to meet desired accountability measures.				
	Please describe all required modifications to curriculum, program, and method of instruction.				

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>	Additional .5FTE ELA Paraprofessional	Personnel Expense	\$13,539	Title III – LEP Funds
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		0	
		EL Estimated Costs Total:		13,539	

Plan to Provide Services for Immigrant Students

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p>	ELD Teachers will utilize Rosetta Stone Supplementary Curriculum for New Comer EL Students and Parents to Promote Family Literacy	Supplementary Curriculum	<u>\$4,685</u>	Title III- Immigrant Funds
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		0	
		Immigrant Estimated Costs Total:		\$4,685	