

2017–18 Title III ESSA Transition Plan

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: 69047 **LEA Name:** San Mateo Union High School District **Fiscal Year:** 2017-18

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:		Persons Involved/Timeline (Optional)
Required Content	<p>Provide effective professional development</p> <p>Our district has committed to supporting PD to teachers of ELs in a variety of ways to meet the needs of teachers - some will be district-wide and led by our PD, IT and Curriculum Coordinators and some will be designed for teachers of specific content areas. Lastly, some will be site based so the needs of specific students at specific sites can be met.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 full days of designated/integrated ELD professional development (ELA/ELD framework and ELD standards, proficiency based grading, common assessments, in-time remediation and differentiation) <input type="checkbox"/> 2 half-days of professional development for content teachers of ELD students <input type="checkbox"/> 2 days per school site for specific, differentiated PD to meet their specific needs <input type="checkbox"/> Walk throughs with administrators focused on ELA/ELD implementation <input type="checkbox"/> CABE <input type="checkbox"/> Support collaboration time for teachers at 4 sites with ELD programs, and our new Bridge Program <input type="checkbox"/> Constructing Meaning - Summer Institute and SY follow-up trainings <p>Although the vast majority of our PD is developed and implemented in-house, we will extend our contracted services with Ragar Consulting for one more year to support site based deep dives into instructional practices and student experience.</p>	<p>Manager of EL Programs EL Coordinator ELA Coordinator Administrative Teams</p> <p>PD days will be spread throughout the school year, with an equal amount of days in the Fall & Spring</p> <p>Collaboration Time (July 1, 2017-June 1, 2018)</p>

	<p>Implement effective programs and activities</p> <p>Professional Development will continue to be focused on the implementation of the new standards and framework, constructing meaning as one way to help meet the needs of our LTEL students, and on developing and differentiating curriculum and assessment for our SIFE students. We have new courses of studies being adopted and will create common assessments aligned to the proficiencies students need to master within the four domains of reading, writing, speaking, and listening. This year we are starting a Bridge Program for our overaged and under-schooled students. The program is part of our alternative/continuation school and will allow students to take classes in ELD, Math and an elective so the can successfully transfer to the adult school or community college.</p>	<p>Manager of EL Programs EL Coordinator Bridge Program Teachers</p>
	<p>Ensure English proficiency and academic achievement</p> <p>We currently use common summative assessments to measure proficiency and achievement in reading, writing, listening and speaking. We have adopted ELD descriptors to help with placement based on the results of the assessments. We use these assessments at the beginning, middle, and end of the year. As we move to our new courses of studies we want to develop common assessments that align with the standards. We have started using a second standardized reading assessment to make sure we have reliable and valid lexile scores. The Manager of EL, EL coordinator and site admin representative do walk throughs at each site twice a year. This year we will expand that to shadow LTEL students in their classes to assess the language demands they experience and strengthen the ways we meet them.</p> <p>We use Ellevation to monitor the progress of all of our English Learner students, including recently reclassified students. Ellevation helps us track students who are meeting reclassification criteria. This year we will be able to use Ellevation to monitor the level of proficiency students are at on the ELD standards and record those.</p> <p>We are also investing in Ellevation's strategy platform that will allow teachers access to a bank of research based strategies they can use with their ELs and matches their students to the levels of scaffolding/support they need with each strategy. The strategies are available to all core content areas and teachers can even share best strategies with one another via the platform.</p>	<p>Manager or EL Programs EL Specialists District Testing Assistant</p>

	<p>Promote parent, family, and community engagement in the education of ELs</p> <p>This summer we will be working on a family handbook for our EL families, as well as creating bilingual videos for families on a variety of topics to help them acclimate to the district. We will continue with our orientation for families of incoming 9th grade students and expand to having this in multiple languages, in addition to Spanish. We are also planning on a sports orientation day before school starts in Spanish. In the spring we will hold our annual Adelante conference. In addition, school sites will continue to host a wide variety of events and classes for parents - including PIQE, and Parent Project. We have very active and well-attended ELACs at the sites and a strong DELAC.</p>	<p>Manager of EL Programs Family Engagement Coordinators</p>
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LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/Timeline
<p>Other Allowable Activities</p>	<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <p>We support our EL students with bus passes and school supplies if they need them, and help support field trips for EL students for enrichment and exposure to college. The four school sites with ELD programs receive Title III allocations for supplementary instructional materials and to support project based learning.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/allowablecosts.asp for a list of allowable EL activities</p>	<p>Manager of EL Programs ELD teachers Content teachers of ELD students</p>

Plan to Provide Services for Immigrant Students

<p>Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.</p> <p>We will use immigrant funding to support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bridge Program for over-aged, under-schooled students (SIFE) - teacher collaboration, curriculum development, students supplies, field trips <input type="checkbox"/> Supplementary instructional materials for ELD I students <input type="checkbox"/> Collaboration time for curriculum development, and student assessments for ELD I students <input type="checkbox"/> ESL Read Smart Licenses 		<p>Persons Involved/Timeline</p> <p>Manager of EL Program EL Coordinator ELD and Content teacher of ELD students</p>
<p>Allowable Activities</p>	<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth</p> <p>This year our Bridge students will experience a variety of field trips related to cross-curricular units that teachers have developed. We will also be supporting an instructional aide to work with students in the program.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/allowablecosts.asp for a list of allowable Immigrant activities</p>	<p>Manager of EL Program EL Coordinator ELD and Content teacher of ELD students</p>