

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

By June 2016, the percentage of English learners learning English will increase from 57.4% to 62%, in order to move toward state defined growth expectations as measured by CELDT.

The district will meet this goal in future years through continuing the implementation of dedicated daily differentiated ELD, the use of standards-aligned curriculum, providing relevant language proficiency information/data to classroom teachers and EL Support Teachers. Site administrators will monitor and evaluate the implementation of these actions through classroom observations and lesson plans.

Filing Cabinet Count	0	Budgeted:	\$12,500.00
Resources and state requirements for this goal Available	3		

STRATEGY Provide Differentiated ELD Instruction

Filing Cabinet Count	0	Budgeted	\$12,500.00
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ACTION STEP Distribute Lists of ELs indicating ELD level

Lists of ELs by proficiency level will be prepared for each classroom teacher. Lists will be updated and distributed upon the completion of CELDT testing and scoring. The lists will provide a breakdown of each of the domains (listening, speaking, reading, writing) as well as the overall score.

Status	Completed 09/13/2013	Filing Cabinet Count	3
Start-End Dates	08/22/2011 - 06/28/2013		
Timeline Notes	this is a recurring event: lists are updated and distributed after local annual CELDT scoring (Oct), when official scores are received (Nov or Dec) and at the beginning of each school year (Aug.).		
Tags	T3Y4		
Persons Responsible	Cynthia Lyon		

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GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY Provide Differentiated ELD Instruction

ACTION STEP Distribute Lists of ELs indicating ELD level

TASKS 4 of 4 Complete

Gather data for current students EL Support Teachers (ELSTs) use student information system to gather CELDT data of currently enrolled students	Completed	Due 1/11/2013 Cynthia Lyon (LEA) , Patty Calabrese (LEA)
Gather data for Kindergarten students EL Support Teachers (ELSTs) gather data from Kindergarten students as CELDT administration is completed	Completed	Due 9/9/2011 Cynthia Lyon (LEA)
Gather data for new (non Kinder) students EL Support Teachers (ELSTs) contact schools and search through cumulative records to gather data on new students	Completed	Due 8/22/2011 Cynthia Lyon (LEA) , Patty Calabrese (LEA)
Prepare and Distribute Lists ELSTs prepare lists of ELs indicating their current and past proficiency levels in all domains as well as the overall, and time in program	Completed	Due 10/3/2011 Cynthia Lyon (LEA) , Patty Calabrese (LEA)

ACTION STEP Create ELD schedules and rotations

Based on the current lists generated, create ELD schedules and rotations for each school.

Status	Completed 06/24/2013	Filing Cabinet Count	3
Start-End Dates	07/01/2015 - 06/30/2016	Budgeted	\$6,500.00
Timeline Notes	Recurring event: schedules for rotations are done at the beginning of school and at each trimester (mid November, January and April) through June 2016. EL Support Teachers attend Communication days to assist in determining interventions for EL identified students		
Tags	T3Y4		
Persons Responsible	Cynthia Lyon		

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GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY Provide Differentiated ELD Instruction

ACTION STEP Create ELD schedules and rotations

TASKS 3 of 3 Complete

Principals meet with support staff	Completed	Due 8/29/2011
Principal coordinates schedules of all support staff to maximize use of time and personnel for ELD rotations		Arthur Estrada (LEA) , Cynthia Lyon (LEA) , Mario Penman (LEA)
Principals meet with full staff	Completed	Due 9/5/2011
Principals meet with staff to determine who will teach differentiated ELD during the rotation.		Arthur Estrada (LEA) , Mario Penman (LEA) , Patty Calabrese (LEA)
Creates rotation schedule	Completed	Due 9/12/2011
Principal creates and distributes ELD rotation schedule to staff.		Arthur Estrada (LEA) , Mario Penman (LEA)

ACTION STEP Monitor Implementation of ELD

Principals will monitor and support teachers in the implementation of differentiated ELD instruction through classroom observations each trimester and review of lesson plans

Status	Completed 09/13/2013	Filing Cabinet Count	2
Start-End Dates	11/01/2011 - 06/28/2013		
Timeline Notes	Monitoring schedules are submitted to reflect activities for each trimester. Recurring Dates: Nov. 1, 2011 Jan. 10, 2012, and April 1, 2012, Nov. 2012, Jan. 2013, and April 2013.		
Tags	T3Y4		
Persons Responsible	Arthur Estrada, Mario Penman		

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GOAL **Goal 2A: AMAO 1 -Annual Progress Learning English**

STRATEGY **Provide Differentiated ELD Instruction**

ACTION STEP **Monitor Implementation of ELD**

TASKS 3 of 3 Complete

Select ELD observation checklist	Completed	Due 3/19/2012
Checklists for ELD lesson observations will be reviewed and selected.		
Train principals to use checklist	Completed	Due 8/10/2012
Principals will be trained in how to use the checklist and to provide useful feedback to teachers		
Monitor ELD instruction	Completed	Due 6/14/2013
Principals will monitor ELD instruction each trimester using the new observation checklist. A leadership team has monitored ELD instruction each trimester and observations have been recorded using an observation form.		

ACTION STEP **Computer based program**

Supplemental support in learning English through computer based program

Status	In Progress 06/09/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 06/30/2015	Budgeted	\$6,000.00
Persons Responsible	Cynthia Lyon		

STRATEGY **Fully implement ELD curriculum**

Filing Cabinet Count 0

ACTION STEP **Provide ELD materials to teachers**

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GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY Fully implement ELD curriculum

ACTION STEP Provide ELD materials to teachers

Based on current ELD level lists, provide appropriate ELD materials to teachers

Status	Completed 06/24/2013	Filing Cabinet Count	2
Start-End Dates	09/05/2011 - 06/28/2013		
Timeline Notes	Recurring event: ELD materials are to be distributed in August 2012 and August 2013 and as needed as new students arrive and are identified		
Tags	T3Y4		
Persons Responsible	Patty Calabrese		

TASKS 1 of 1 Complete

Inventory materials, order and redistribute	Completed	Due 7/18/2011
Inventory ELD materials, order new consumable materials as needed, and redistribute to teachers according to ELD assignments.		Patty Calabrese (LEA)

STRATEGY Provide relevant student ELD information and data

Filing Cabinet Count 1

ACTION STEP Acquire a new, local data management system

A new data management system will be purchased.

Status	Completed 09/13/2013	Filing Cabinet Count	0
Start-End Dates	01/18/2012 - 05/01/2012		
Timeline Notes	System is now approved (Board approval 1/19/12) It will be purchased and implementation will begin in spring 2012.		
Tags	T3Y4		

ACTION STEP Select ELD assessments to include in data system

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GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

STRATEGY Provide relevant student ELD information and data

ACTION STEP Select ELD assessments to include in data system

A committee will determine which assessments and benchmarks to include in the data system so that academic progress and program effectiveness can be monitored and evaluated.

Status	Completed 06/24/2013	Filing Cabinet Count	1
Start-End Dates	03/01/2012 - 05/31/2012		
Timeline Notes	Group will conduct this work during February-April 2012, meeting twice monthly.		
Tags	T3Y4		
Persons Responsible	Patty Calabrese, Cynthia Lyon		

TASKS 3 of 3 Complete

Form workgroup Committee members representing classroom teachers and ELSTs will be selected	Completed	Due 2/13/2012 Patty Calabrese (LEA)
Workgroup meets and makes recommendations The committee will meet twice per month to review assessments to include in the data management system and make recommendations	Completed	Due 5/31/2012 Patty Calabrese (LEA)
Incorporate benchmark assessments into data system The IT Dept. will incorporate the selected ELD benchmark assessments into the local data system. ELLA assessments have been incorporated into Illuminate and are now available for use by teachers.	Completed	Due 6/15/2012

ACTION STEP Provide Data System Training

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GOAL **Goal 2A: AMAO 1 -Annual Progress Learning English**

STRATEGY **Provide relevant student ELD information and data**

ACTION STEP **Provide Data System Training**

The vendor (Illuminate) along with the Robla IT Department, will train all staff members who will use the data management system. Staff will be trained in groups determined by how they will be using the system (example: secretaries will use it for attendance; teachers will use it for report cards, etc.) Teachers will be trained in how to use the specific information gained from the results of the assessments.

Status	Completed 09/13/2013	Filing Cabinet Count	2
Start-End Dates	02/13/2012 - 09/28/2012		
Timeline Notes	Various staff members will receive training as new components are ready to be implemented over this period of time. Although trainings not yet scheduled, the ideal timeline is teacher training during preservice days, August 2012.		
Tags	T3Y4		

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GOAL Goal 2B: AMAO 2 - English Proficiency

By June 2016, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 25.1% to 25.5%%, in order to continue meeting the state-defined expectations for meeting the CELDT criterion for English-language proficiency.

- By June 2016, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 54.5% to 55.5%, in order to continue meeting the state-defined expectations for meeting the CELDT criterion for English-language proficiency.

The English learners in Robla School District have consistently met the AMAO 2 growth targets for achieving English proficiency but fall below state targets for those goals. The district will continue its efforts to meet this target in future years through dedicated daily differentiated ELD, providing relevant academic and language proficiency data to teachers, the use of standards-aligned curriculum, EL Support Teachers, focused interventions, and primary language support for students at the beginning, early intermediate proficiency levels and those at risk of becoming long-term English learners.

Provide professional development opportunities to assist English learner support teachers and classroom teachers in effective teaching strategies to support English learners in accessing core curriculum and Common Core state standards.

Filing Cabinet Count	0	Budgeted:	\$35,535.00
Resources and state requirements for this goal Available	3		

STRATEGY Provide additional support

Provide additional language support for students that are not making targeted growth.

Filing Cabinet Count	0	Budgeted	\$35,535.00
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ACTION STEP New ELD standards/Common Core aligned materials

Provide ongoing ELD professional learning opportunities within all district CCSS professional development, as well as exclusively focused ELD opportunities. Purchase supplemental materials and professional development materials

Status	Not Begun 05/29/2014	Filing Cabinet Count	0
Start-End Dates	07/01/2014 - 07/31/2016	Budgeted	\$8,500.00
Persons Responsible	Cynthia Lyon		

ACTION STEP Provide summer learning opportunity

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Provide additional support

ACTION STEP Provide summer learning opportunity

Provide professional development and materials to support English learners in summer school program

Status	Not Begun 06/09/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2015 - 06/30/2016	Budgeted	\$5,035.00
Persons Responsible	Cynthia Lyon		

ACTION STEP Tutorials

Provide tutorials for struggling English learner students before/after school.

Status	Not Begun 06/09/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2015 - 06/30/2016	Budgeted	\$5,000.00
Persons Responsible	Cynthia Lyon		

ACTION STEP ELD Intervention

Provide supplemental materials for EL Support teachers and bilingual community outreach assistants

Status	Not Begun 06/09/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2015 - 06/30/2016	Budgeted	\$7,000.00
Persons Responsible	Cynthia Lyon		

ACTION STEP Dual Immersion Program

Support the exploration and implementation of a Spanish Dual Immersion Program.

Status	Not Begun 06/09/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2015 - 06/30/2016	Budgeted	\$4,000.00

ACTION STEP Family Literacy

Purchase additional bilingual books for 5 school site libraries to support family literacy.

Status	Not Begun 06/09/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2015 - 06/30/2016	Budgeted	\$6,000.00
Persons Responsible	Cynthia Lyon		

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

An increasing percentage of Robla School District English learners will attain proficiency in Reading/Language Arts and mathematics annually.

- By June 2013 the percentage of English learners attaining proficiency in reading/language arts will increase from 44.2% to 47%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state-defined expectations for proficiency in Reading/Language Arts.

By June 2013 Robla School District will continue to meet the 95% participation rate for English learners assessed in Reading/Language Arts.

- By June 2013 the percentage of English learners attaining proficiency in Mathematics will increase from 52.6% to 56%, as measured by the CST, CMA, CAPA and/or CAHSEE, in order to move toward state defined expectations for proficiency in Mathematics.

- By June 2013 Robla School District will continue to meet the 95% participation rate for English learners assessed in Mathematics.

[Required per Elementary and Secondary Education Act, Sections 3116(a) & (b) and 3122(a)(3)(A)(iii)]

By the end of the 2013 school year Robla School District will have acquired a local Data Management System which will aid in determining instruction, monitoring student growth and program effectiveness. Observation instruments and discussion protocols will be implemented as part of this effort. Classroom teachers will improve the use of scaffolded instruction to increase the comprehensibility of ELA and mathematics content. A math intervention program will be implemented.

Filing Cabinet Count	0	Budgeted:	\$6,000.00
Resources and state requirements for this goal Available	3		

STRATEGY Provide differentiated scaffolded instruction

Filing Cabinet Count	0	Budgeted	\$6,000.00
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ACTION STEP Provide training in scaffolding instruction

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Provide differentiated scaffolded instruction

ACTION STEP Provide training in scaffolding instruction

Teachers will be provided training in how to use a broad array of scaffolding techniques such as graphic organizers, think-pair-share, pictures, realia, etc. to increase the comprehensibility of ELA and math content.

Status	Completed 06/24/2013	Filing Cabinet Count	1
Start-End Dates	03/05/2012 - 06/28/2013	Budgeted	\$6,000.00
Timeline Notes	Initial trainings March 5 and 6, 2012 with follow-up trainings to be scheduled for grade-level meetings fall 2012.		
Tags	T3Y4		
Persons Responsible	Patty Calabrese		

TASKS 3 of 3 Complete

Determine who will provide training	Completed	Due 2/27/2012
Possible providers (SCOE, materials publisher, district experts) will be researched and one will be selected to provide training in scaffolding instruction for ELs.		Patty Calabrese (LEA)
Schedule training for scaffolding instruction	Completed	Due 5/1/2012
The district professional development calendar will be consulted to determine dates for scaffolding instruction in ELA and math.		Patty Calabrese (LEA)
Provide training in scaffolding instruction	Completed	Due 8/17/2012
Training focused on how to scaffold instruction to meet the unique linguistic needs of ELs will be held for all teachers, administrators and specialists.		Patty Calabrese (LEA)

ACTION STEP Implement the use of scaffolding strategies

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Provide differentiated scaffolded instruction

ACTION STEP Implement the use of scaffolding strategies

Teachers will use scaffolding techniques to increase the comprehensibility of ELA and math lessons. The techniques will be varied and will meet the linguistic needs of ELs.

Status	Completed 09/13/2013	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 06/28/2013		
Timeline Notes	This is a recurring event - teachers should be using the strategies on a daily basis. Monitoring of the use of the strategies will occur once each trimester (April, September, November 2012, March and May 2013).		
Persons Responsible	Arthur Estrada, Mario Penman		

TASKS 1 of 1 Complete

Scaffolding strategies included in lesson plans	Completed	Due 6/14/2013
Teachers will indicate in their daily lesson plans the scaffolding strategies to be used in instruction. Teachers have used lessons plans and wall displays to indicate strategies used to scaffold for ELs.		Cynthia Lyon (LEA)

ACTION STEP Monitor the use of scaffolding strategies

Principals will monitor the use of scaffolding strategies in ELA and math through classroom observations and lesson plan reviews.

Status	Completed 06/24/2013	Filing Cabinet Count	3
Start-End Dates	09/10/2012 - 06/28/2013		
Timeline Notes	This is a recurring event beginning in September 2012 and occurring at least once each trimester through June 2013.		
Tags	T3Y4		
Persons Responsible	Arthur Estrada, Mario Penman		

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Provide differentiated scaffolded instruction

ACTION STEP Monitor the use of scaffolding strategies

TASKS 2 of 2 Complete

Develop protocols and observation documents	Completed	Due 6/14/2013
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The Administrative Cabinet will select an observation checklist to monitor the use of scaffolding strategies. A committee has developed a checklist of scaffolding strategies.

Provide collaboration time for teachers	Completed	Due 6/14/2013
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Collaboration occurs approximately every six weeks. Teachers are relieved by guest teachers.

STRATEGY Implement a math intervention program

Filing Cabinet Count 0

ACTION STEP Provide training in use of math interventions

Professional development in the use of EnVision intervention materials will provided to all classroom teachers and intervention specialists by representatives from the publisher and from SCOE.

Status	Completed 05/04/2012	Filing Cabinet Count	1
Start-End Dates	02/08/2012 - 02/21/2012		
Timeline Notes	Training will take place during grade level meetings - Oct. 19, 20, 24, Nov. 29 and 30, Dec. 6, 2011; Feb. 7,8, 21, Mar. 13 and 20, Apr. 24 and 25, 2012. Additional follow-up training will be scheduled for the 2012-13 school year.		
Tags	T3Y4		

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Implement a math intervention program

ACTION STEP Provide training in use of math interventions

TASKS 1 of 1 Complete

Schedule training for math interventions	Completed	Due 1/24/2012
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Schedule the date and secure trainers for professional development of math interventions

ACTION STEP Monitor the effectiveness of math interventions

The local data management system will provide progress monitoring data for determining effectiveness of intervention efforts and to assist in planning further intervention to meet the specific needs of ELs in math. Teachers and Intervention Specialists will be given collaboration time to analyze and discuss the data.

Status	Completed 06/24/2013	Filing Cabinet Count	1
Start-End Dates	03/12/2012 - 06/28/2013		
Timeline Notes	This is a recurring event beginning as soon as the data management system is operative every trimester (August, November 2012, March and June 2013) through June 2013		
Tags	T3Y4		

TASKS 3 of 3 Complete

create discussion protocols	Completed	Due 3/1/2012
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Protocols to guide teachers in analyzing and discussing data will be developed. A reporting sheet to record results of discussions will also be developed.

schedule time for teachers to meet	Completed	Due 6/14/2013
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Every site has had a "communication day" each trimester to consider student work and progress and to determine next steps.

Arthur Estrada (LEA) , Mario Penman (LEA)

Teachers will meet collaboratively	Completed	Due 6/14/2013
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Teachers have collaborated during communication days each trimester.

Arthur Estrada (LEA) , Mario Penman (LEA)

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GOAL Goal 2D: High Quality Professional Development

Robla School District will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

- By July 2016 95% of Robla teachers and administrators will receive professional development on research-based strategies in the use of scaffolded instruction to improve English learner achievement in Reading/Language arts and Mathematics as determined by the LEA needs assessment.
- By February 2012 95% of Robla teachers, intervention teachers, and principals will receive professional development on research-based intervention strategies to improve English learner achievement in English language arts and science, as determined by the LEA needs assessment.

By October 2012 98% of Robla teachers, intervention teachers, principals and other staff members will receive professional development on the use of a new local data management system.

- By January 2012 100% of teachers of English Language Development will be authorized to teach ELD.
- By January 2012 100% of Reading/Language Arts and Mathematics teachers of English learners will be both highly qualified in the content area(s) and authorized to teach English learners.

[Required Activity: Elementary and Secondary Education Act, Section 3116(b)(4)]

Filing Cabinet Count	1	Budgeted:	\$12,000.00
Resources and state requirements for this goal Available	1		

STRATEGY Provide training in scaffolding instruction

Filing Cabinet Count	1	Budgeted	\$5,000.00
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ACTION STEP Strategies for Accessing Core Curriculum

Professional development will be provided for teachers in strategies for assisting English language learners in accessing the common core standards.

Status	Completed 06/24/2013	Filing Cabinet Count	0
Start-End Dates	11/05/2012 - 11/05/2012	Budgeted	\$5,000.00
Persons Responsible	Cynthia Lyon		

STRATEGY Provide training in math intervention strategies

Filing Cabinet Count	0
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GOAL **Goal 2D: High Quality Professional Development**

STRATEGY **Provide training in use of data mgmt system**

Filing Cabinet Count 0

STRATEGY **EL Support Teacher Professional Development**

Provide professional development opportunities for English language support teachers in the new English language development standards and strategies for implementation of the ELD standards. Provide training for EL support teachers in ways they can support classroom teachers in assisting ELL's to be successful with the CCSS.

Filing Cabinet Count 0 Budgeted \$7,000.00

ACTION STEP **EL Suppor teacher Professional Development**

EL Support teachers will attend training at the state and/or county level on the English language development standards and supporting English language learners in the CCSS.

Status	Not Begun 05/29/2014	Filing Cabinet Count	0
Start-End Dates	06/15/2014 - 06/30/2015	Budgeted	\$7,000.00
Persons Responsible	Cynthia Lyon		

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GOAL Goal 2E: Parent and Community Participation

Robla School District will promote the involvement of parents and community members in the education of English learners.

- By June 2016 Robla School District will improve and increase parent outreach strategies so that parent attendance at parent teacher conferences increases 8% above the number attending in previous years, indicating more active participation in the education of their children.
 [Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3115(c)(2)]

Filing Cabinet Count	0	Budgeted:	\$18,540.00
Resources and state requirements for this goal Available	1		

STRATEGY Improve outreach to parents and community

Filing Cabinet Count	1	Budgeted	\$7,040.00
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ACTION STEP Increase parent/community outreach

The Community Outreach Assistants will make one additional contact to all families in their specific language group for a total of four each school year. The contacts will be face-to-face or telephone conversations with the purpose of either sharing information or "checking in" with the family.

Status	Completed 09/13/2013	Filing Cabinet Count	2
Start-End Dates	02/06/2012 - 06/28/2013	Budgeted	\$7,040.00
Timeline Notes	Recurring event four times per school year.		
Tags	T3Y4		
Persons Responsible	Patty Calabrese		

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GOAL Goal 2E: Parent and Community Participation

STRATEGY Improve outreach to parents and community

ACTION STEP Increase parent/community outreach

TASKS 3 of 3 Complete

Meet with Community Outreach Assistants	Completed	Due 1/23/2012
A meeting of the Community Outreach Assistants will be held to explain the need for the additional family contact.		Patty Calabrese (LEA)
Create a schedule for contacting families	Completed	Due 2/6/2012
A schedule reflecting the additional (fourth) family contact will be created and distributed to the COAs.		Patty Calabrese (LEA)
Revise the family contact record sheet	Completed	Due 2/6/2012
The family contact recording sheet will be revised to reflect the additional family contact. These sheets will be provided to the COAs and will be used throughout the district.		Patty Calabrese (LEA)

ACTION STEP Create an English Learner Newsletter

The Robla District will create a newsletter written specifically for the families of English learners. The newsletter will be issued at each trimester and will feature articles written by staff as well as those written by students.

Status	Completed 08/07/2013	Filing Cabinet Count	0
Start-End Dates	04/16/2012 - 06/28/2013		
Timeline Notes	This is a recurring event each trimester through June 2013.		
Tags	T3Y4		

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GOAL Goal 2E: Parent and Community Participation

STRATEGY Improve outreach to parents and community

ACTION STEP Create an English Learner Newsletter

TASKS 3 of 3 Complete

Meet with EL Support Teachers	Completed	Due 2/28/2013 Cynthia Lyon (LEA)
Rather than a separate newsletter, the district determined it better met parent needs to include an "EL Corner" in each site's regularly published newsletter. Articles are contributed by EL teachers, director, superintendent and other sources.		
Seek contributions to the newsletter	Completed	Due 2/27/2012 Cynthia Lyon (LEA)
Contributions to the "EL Corner" of each site's newsletter are sought from district personnel as well as from other media.		
Publish and distribute newsletter each trimester	Completed	Due 4/2/2012 Cynthia Lyon (LEA)
It was determined that parent needs were better met by an "EL Corner" in each site's existing newsletter.		

STRATEGY II-SIG 14: Professional Development

Provide professional development in CCSS and strategies for English learners for bilingual community outreach personnel.

Filing Cabinet Count	0	Budgeted	\$11,500.00
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ACTION STEP Professional development for Bilingual Outreach As

Provide PD for BCOA's to improve their effectiveness and increase their knowledge to assist them in explaining curriculum to parents.

Status	Not Begun 06/09/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2015 - 06/30/2016	Budgeted	\$2,500.00
Persons Responsible	Cynthia Lyon		

ACTION STEP Assist Bilingual Homeless population

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GOAL **Goal 2E: Parent and Community Participation**

STRATEGY **II-SIG 14: Professional Development**

ACTION STEP **Assist Bilingual Homeless population**

Provide .2 FTE bilingual assistant to assist Homeless Liaison in supporting bilingual homeless families and children in academics.

Status	Not Begun 06/09/2015	Filing Cabinet Count	0
Start-End Dates	07/01/2015 - 06/30/2016	Budgeted	\$9,000.00
Persons Responsible	Cynthia Lyon		

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GOAL Goal 2F: Parental Notification

Robla School district will continue to notify 100% of parents in all required areas.

- By November 2011 the LEA will provide 100% of parents of ELs with the following information regarding their children, in a language parents can understand:
 - o identification as EL;
 - o program placement options;
 - o program placement notification;
 - o English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;
 - o academic achievement level;
 - o redesignation information; and
 - o at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

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GOAL Goal 2G: Services for Immigrant Students

Robla School District will provide high quality Instruction and Support Services to all immigrant students.

By June 2016 enhanced instructional opportunities will be provided to 100% of immigrant students and their families through support in the primary languages, introducing students and families to the culture of the school and community, providing access to bilingual materials, and providing additional ELD instruction specifically designed for newcomers.

[See Elementary and Secondary Education Act, sections 3116(a) & (b) and 3115(e)]

Filing Cabinet Count	0	Budgeted:	\$2,000.00
Resources and state requirements for this goal Available	1		

STRATEGY Bilingual support will be provided

Filing Cabinet Count	1	Budgeted	\$2,000.00
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ACTION STEP Assign BCOAs to support Immigrant student

The BCOAs will be assigned immigrant students in their language group and work with these students and families to familiarize them with the school and the community.

Status	Completed 10/26/2012	Filing Cabinet Count	5
Start-End Dates	01/27/2012 - 06/28/2013		
Timeline Notes	This is a recurring and ongoing event		
Tags	T3Y4		
Persons Responsible	Patty Calabrese		

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GOAL Goal 2G: Services for Immigrant Students

STRATEGY Bilingual support will be provided

ACTION STEP Assign BCOAs to support Immigrant student

TASKS 4 of 4 Complete

Identify immigrant students	Completed	Due 1/27/2012
The local data management and student information system will be used to identify immigrant students who meet the legal definition as described in Title III guidelines.		
Create a schedule for BCOAs to provide services	Completed	Due 2/3/2012
A schedule of BCOA contact and meetings with immigrant students and their families will be created and implemented.		
BCOAs will meet with immigrant students	Completed	Due 1/27/2012
BCOAs will meet regularly with immigrant students to provide support by using the primary language to make core content accessible to the students.		
Monitor the implementation of support	Completed	Due 2/24/2012
The implementation of the BCOA support of immigrant students and their families will be monitored through the review of family contact sheets.		

ACTION STEP Provide materials in primary languages

Identified immigrant students and their families will have access to bilingual materials housed in school library and media centers. These materials will include lists of local resources, periodicals, books, and access to computers.

Status	Completed 06/24/2013	Filing Cabinet Count	1
Start-End Dates	03/02/2012 - 06/28/2013	Budgeted	\$2,000.00
Timeline Notes	This is an ongoing and recurring event.		
Tags	T3Y4		
Persons Responsible	Patty Calabrese		

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GOAL **Goal 2G: Services for Immigrant Students**

STRATEGY **Bilingual support will be provided**

ACTION STEP **Provide materials in primary languages**

TASKS 2 of 2 Complete

Inventory bilingual materials	Completed	Due 2/29/2012
An inventory of bilingual materials will be made to determine what resources are needed to support immigrant students and their families.		
Acquire bilingual materials	Completed	Due 3/9/2012
Inventories of EL books were completed at each site. Additional titles in Spanish were purchased for library collections.		

STRATEGY **Provide high quality instruction and support**

Filing Cabinet Count 0

ACTION STEP **Provide addtional ELD**

English Learner Support Teachers will provide daily additional instruction in ELD to ensure that immigrant students are increasing their English proficiency as quickly as possible. They will use materials which are designed to meet the specific needs of newcomers.

Status	Completed 06/24/2013	Filing Cabinet Count	1
Start-End Dates	10/03/2011 - 06/28/2013		
Timeline Notes	This is a recurring event as immigrant students are identified.		
Tags	T3Y4		
Persons Responsible	Patty Calabrese, Cynthia Lyon		

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GOAL **Goal 2G: Services for Immigrant Students**

STRATEGY **Provide high quality instruction and support**

ACTION STEP **Provide additional ELD**

TASKS 3 of 3 Complete

<p>Identify immigrant students The local data management and student information system will be used to identify immigrant students.</p>	<p>Completed</p>	<p>Due 11/30/2012 Cynthia Lyon (LEA) , Patty Calabrese (LEA)</p>
<p>Additional ELD will be taught EL Support Teachers met with identified immigrant students and provided additional targeted small group instruction.</p>	<p>Completed</p>	<p>Due 6/14/2013 Cynthia Lyon (LEA) , Patty Calabrese (LEA)</p>
<p>Monitor the implementation of additional ELD The implementation of additional ELD will be monitored through classroom observation and through progress monitoring.</p>	<p>Completed</p>	<p>Due 2/21/2012 Patty Calabrese (LEA)</p>

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GOAL **Goal 3: Highly Qualified Teachers**

Results from our analysis of the distribution of highly qualified teachers indicate that _____ .

Based on these data, our district goal is _____ .

Filing Cabinet Count 0

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GOAL **Goal 5A: Increase Graduation Rates**

Results from our analysis of graduation rates indicate that _____ .

Based on these data, our district goal is _____ .

Our district goal for English learners is _____ .

Filing Cabinet Count	0
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Resources and state requirements for this goal Available	1
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GOAL **Goal 5B: Decrease Dropout Rates**

Results from our analysis of dropout rates indicate that _____ .

Based on these data, our district goal is _____ .

Our district goal for English learners is _____ .

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

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GOAL **Goal 1A: Proficiency in Reading/Language Arts**

Our needs assessment of student proficiency in reading/language arts indicates that _____.

Based on the needs assessment findings, our district goal is _____.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	5

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GOAL Goal 1B: Proficiency in Mathematics

Our needs assessment of student proficiency in mathematics indicates that _____ .

Based on these needs assessment findings, our district goal is _____ .

Filing Cabinet Count	0
Resources and state requirements for this goal Available	4

TOTAL PLAN FUNDS:	\$86,575.00
Budgeted	\$86,575.00
Actual	\$0.00