

Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

Directions: Using the template, provide information requested for each cell in the outline. The cells expand to allow space needed for narrative responses under each item. All Title III LEAs in Years 2, 4, or 4+ must submit a copy of this Needs Assessment with the submission of the LEA Plan Goal 2 Update that includes the appropriate sections of the Improvement Plan Addendum (IPA).

Cover Sheet for Needs Assessment

Date submitted: 6/28/2016	Date Reviewed:
Name of COE Lead: Tracy Klee	Title III Status: <input type="checkbox"/> Y2 <input type="checkbox"/> Y4 <input checked="" type="checkbox"/> Y4+

Part A: Initial LEA, student demographics, and Title III contact information

Name of LEA Lead: Tracy Klee	Contact Person: Tracy Klee
LEA (or Consortium Lead) CDS Code: 101080000000	Telephone: 559-443-4871
Region #: 4	E-mail: tklee@fcoe.org
Grade Span of LEA: 7-12	Program Improvement (PI): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Number of Students Enrolled in LEA: 372	If YES, number of years in PI: 4+
Number of EL Students: 211	Consortium: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Title III LEP Funding Amount: \$17,935.00	If YES, list the consortium members and CDS Codes for each:
Number of Immigrant Students: N/A	
Immigrant Funding Amount: N/A	

Part B: Student Achievement Accountability History (as applicable)

Check AMAO(s) failed in 2011-12	<input type="checkbox"/> AMAO 1	<input type="checkbox"/> AMAO 2 – Cohort 1: < 5 yrs. <input type="checkbox"/> AMAO 2 – Cohort 2: ≥ 5 yrs.	<input type="checkbox"/> AMAO 3 – ELA <input type="checkbox"/> AMAO 3 – Math
Check AMAO(s) failed in 2012-13	<input type="checkbox"/> AMAO 1	<input type="checkbox"/> AMAO 2 – Cohort 1: < 5 yrs. <input type="checkbox"/> AMAO 2 – Cohort 2: ≥ 5 yrs.	<input type="checkbox"/> AMAO 3 – ELA <input type="checkbox"/> AMAO 3 – Math
Check AMAO(s) failed in 2013-14	<input type="checkbox"/> AMAO 1	<input type="checkbox"/> AMAO 2 – Cohort 1: < 5 yrs. <input type="checkbox"/> AMAO 2 – Cohort 2: ≥ 5 yrs.	<input type="checkbox"/> AMAO 3 – ELA* <input type="checkbox"/> AMAO 3 – Math* *HS only
Check AMAO(s) failed in 2014-15	<input type="checkbox"/> AMAO 1	<input type="checkbox"/> AMAO 2 – Cohort 1: < 5 yrs. <input type="checkbox"/> AMAO 2 – Cohort 2: ≥ 5 yrs.	<input type="checkbox"/> AMAO 3 – CAASP Participation Rate <input type="checkbox"/> AMAO 3 – Grad. Rate* *HS only

Needs Assessment Template

1. Identify and describe those key factors of the instructional program that prevented the LEA from meeting Title III AMAOs.

- a. Describe findings from student data analyses of the CELDT, CAASPP results and participation rates, attendance rates, graduation rates (as applicable), state data tools (e.g., ELSSA), and other assessments used by the LEA (e.g. benchmark assessments, curriculum embedded assessments, LCAP Metrics) to measure EL student English proficiency, academic achievement in English language arts and mathematics, and findings derived from other data analyses as they relate to the AMAOs.

A thorough review of CELDT, SBAC, local and district-level assessments was completed with the following linguistic and academic performance challenges noted.

- 92% of English learners in grades 3-11 scored “Standards Not Met” and 8% of ELs in grades 3-11 scored “Standard Nearly Met” on SBAC ELA test.
- 100% of English learners in grades 3-11 scored “Standards Not Met” on SBAC Mathematics test.

Integrated ELD instruction needs to be provided within all content areas that builds on designated ELD instruction. English learners need additional opportunities to engage with language (orally and written) to develop English language skills.

b. Describe findings from EL program design and implementation analyses of the strengths and weaknesses in the program related to the AMAOs in the current LEA Plan Goal 2, the prior Year 2 Title III IPA (as applicable), and any other appropriate documents (e.g. the LEA's EL Master Plan). The program dimensions listed below are areas of implementation to consider in reviewing current plans.

Area of Implementation	Evidence Reviewed	Findings: Strengths & Weaknesses	Next Steps
Instructional Program Design for English learners (including language programs)	<ul style="list-style-type: none"> • CELDT • SBAC (ELA and Mathematics) • District Benchmark Assessments • Professional Development evaluations • Classroom observations 	<p>Strengths:</p> <ul style="list-style-type: none"> • All teachers of EL's scaffold content instruction so that it's comprehensible. • All English Learners receive instruction in all content areas that is differentiated to meet their English language development needs. <p>Weaknesses:</p> <ul style="list-style-type: none"> • Teachers require training in the development of assessment tools to inform and evaluate training 	The reading and language instruction curriculum will be aligned with California Common Core standards and will include a comprehensive EL component.
Implementation of Instructional Services and Methods (including language programs)	<ul style="list-style-type: none"> • ELD instruction • Language proficiency assessment data • State Mathematics and ELS assessment data • Classroom observations 	<p>Strengths:</p> <ul style="list-style-type: none"> • All English learners have access to the curriculum. • All classroom teachers scaffold, differentiate, and provide access to the core content <p>Weakness:</p> <ul style="list-style-type: none"> • Teachers require training in the development of assessment tools to inform and evaluate training 	<p>Provide professional development for common core ELD implementation; training on new curriculum</p> <p>Provide professional development for common core ELD implementation; training on new curriculum</p>

Professional Learning	<ul style="list-style-type: none"> • ELD instruction • Language proficiency assessment data • State Mathematics and ELA assessment data 	<p>Strengths:</p> <ul style="list-style-type: none"> • Professional development services are provided through various opportunities and agencies. • The district has developed extensive professional plans for district-wide implementation of California State Standards. • All teachers in the district were offered workshops on the implementation of the CCSS and the CA ELD Standards 	The district will provide professional development for common core ELD implementation; training on new curriculum, and pull-out and in-class EL instructional support.
Parent and Community Participation	<ul style="list-style-type: none"> • Parent Feedback • Stakeholder Feedback 	<p>Strengths:</p> <ul style="list-style-type: none"> • Parenting classes • SSC/ELAC • PTA • Weekly orientations • LCAP stakeholder meetings <p>Weakness:</p> <ul style="list-style-type: none"> • Limited attendance by parents 	Provide parenting classes, SSC/ELAC meetings and other regularly scheduled parent-school engagement meetings; and PTA outreach
Services for Immigrant Students (if LEA receives Title III Immigrant Funds)	n/a	n/a	n/a