

La Habra City School District
El Cerrito Elementary School

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE- ENGLISH LANGUAGE ARTS

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students not meeting API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

GOAL #1: ENGLISH LANGUAGE ARTS

By spring, 2011, 67.6% of all 2nd grade students will score at proficient or advanced on the ELA portion of the California Standards Test (CST). This is a growth of 16.8% from 2009-10 and represents an increase from 64 students scoring proficient to 85 students.

CURRENT SCHOOL DATA -- ENGLISH LANGUAGE ARTS

SUBGROUP	# OF STUDENTS SCORING PROFICIENT	2010 ENGLISH LANGUAGE ARTS % PROFICIENT	2011 % GROWTH REQUIRED TO MEET GOAL	FOCAL AREAS
School Wide	64/126	50.8	16.8%	Reading Comprehension Writing Strategies
Hispanic	55/114	48.2	19.4%	
Socio-Econ. Disadvantaged	47/106	44.3	23.3%	
English Learners	36/76	47.4	20.2%	
Students with Disabilities	4/13	30.8	36.8%	

SMARTe Goal(s):

Kindergarten

Reading - 68% of all Kindergarten students will be reading at a DRA level 4 or above by May 2011.

Writing - 75% of all Kindergarten students will have a score of 3 or above by May 2011.

First Grade

Reading – 68% of all First grade students will be reading at a DRA level 20 or above by May 2011.

Writing – 70% of all First grade students will have a score of 3 or above by May 2011.

Second Grade

Reading – 68% of all Second grade students will be reading a John’s 3 or above by May 2011.

Writing – 70% or all Second grade students will have a score of 3 or above by May 2011.

Means of Evaluating Progress toward This Goal:

Reading Comprehension:

- Developmental Reading Assessment (DRA)
- John’s Reading Inventory
- STAR Diagnostic Test for Second graders
- Sharing of instructional strategies during PLC

Writing Strategies:

- District Writing Assessments and Rubric
- Houghton Mifflin Theme Skills & Summative Tests
- Student Work Samples and Analysis
- Sharing of instructional strategies during PLC

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Reading Comprehension: (continued)

- Houghton Mifflin Comprehension Theme Skills & Summative Tests
- Ongoing Formative Assessment
- Demonstration lessons by District Content Coaches
- GLAD strategies (Input Charts, Story Maps, Process Grid)

Writing Strategies: (continued)

- Demonstration Lessons by District Content Coaches
- GLAD (Co-op Strip Paragraph, Sentence Patterning Chart)

SCHOOL ACTION PLAN- ENGLISH LANGUAGE ARTS

Description of Specific Actions to Improve Educational Practice in Language Arts	Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1.1 Core Instructional Program -Tier I</p> <ul style="list-style-type: none"> • All teachers will use the content standards, district pacing guide and the scope and sequence of the Houghton Mifflin core curriculum as a base for their planning. Each lesson will include an explicit objective, skill/standard match, strategies for student engagement, checking for understanding and formative assessment. The targeted area for instruction is reading comprehension. • All teachers will use the Think Aloud strategy to help students learn and apply the reading comprehension strategies of making connections, visualizing, questioning and summarizing. • All teachers will utilize the reading comprehension strategies (making connections, visualizing, questioning and summarizing) throughout all curricular areas. Teachers will hold students accountable for using complete sentences and the academic vocabulary related to reading comprehension when explaining their answers. • All teachers will use the content standards, district developed scope and sequence writing guide and Step Up to Writing on a daily basis as a base for their planning. All teachers will use modeling and guided practice to help the students understand the expectation for writing at their grade level. Teachers will use the following GLAD strategies to provide a structure and model for writing: Co-op Strip paragraph and Sentence Patterning chart. 	<p>Ongoing</p> <p>September 2010-June 2011</p>			
<p>1.2 Small Group Intervention – Tier II</p> <ul style="list-style-type: none"> • Teachers will meet with small groups on a daily basis (see ExCEL) to provide on level guided reading and skill instruction for students. The Houghton Mifflin support manuals will be used to provide preteaching and reteaching, depending on the needs of the students. • Teachers will provide different levels of scaffolding support when teaching the reading comprehension strategies. • Teachers will provide differentiated instruction and “respectful tasks” for students during ExCEL and early/late group reading using the Houghton Mifflin Intervention Kit as a guide. • Teachers will provide small group support and differentiation in writing using graphic organizers, modeling, and guided practice. Analysis of student work samples will assist teachers in identifying areas of need and to guide their instruction. 	<p>Ongoing</p> <p>September 2010-June 2011</p>			

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<p>1.3 Intensive Individual Interventions – Tier III</p> <ul style="list-style-type: none"> • During early/late group instruction for first and second grade and the language arts block for kindergarten teachers will pull students for targeted instruction as identified through formative assessments (HM theme skills tests, running records, and language arts multiple measure data). • Students at risk of not meeting grade level standards will be closely monitored through the Level 1 RTI process and Level 2 if appropriate. • Teachers will meet with the principal formally twice a year to discuss student data and intervention strategies for specific targeted areas. Informal conversations will occur weekly during grade level PLC meetings to discuss student needs and academic achievement. • During independent writing time, teachers will pull students who need individual support to provide reteaching and scaffolded instruction for targeted areas of need. • Student work samples (DRA, theme skills tests, summative test data, writing samples, etc.) will be analyzed during weekly PLC meetings to identify areas of need and brainstorm possible interventions and scaffolded support. 	<p>Ongoing September 2010-June 2011</p>			
<p>1.4 Professional Learning Communities <i>Teachers will meet weekly in Professional Learning Communities to:</i></p> <ul style="list-style-type: none"> • Collaborate on goals for student achievement based on state standards • Develop common assessments to monitor student progress and achievement • Discuss best instructional practices for remediation and enrichment • Analyze student work (writing samples, theme skill tests, multiple measure data) for the purpose of monitoring student progress, guiding future instruction, and determining students strengths and areas of need • Plan differentiated instruction for ExCEL groups • Develop “respectful tasks” for ExCEL groups • Discuss professional reading related to reading comprehension for the purpose of implementing research based instructional strategies to improve student achievement 	<p>Sept. - June weekly 2010-2011 Ongoing</p>	<p>Professional Books</p>	<p>\$500</p>	<p>Title I</p>
<p>1.5 ExCEL <i>Teachers will continue to implement the ExCEL model in first and second grade.</i></p> <ul style="list-style-type: none"> • Students will be placed in flexible groups based on their reading level for guided reading and skill instruction on a daily basis. • Teachers will be provided with release time for the purpose of curriculum development and planning. • Teachers will be given opportunities to observe their fellow colleagues (on and off campus) for the purpose of improving ExCEL instructional strategies. • Support staff will be trained in ExCEL instructional strategies to provide support for students. • Supplemental materials and supplies will be purchased as needed to support the ExCEL program. 	<p>Daily As needed As needed As needed As needed</p>	<p>Substitutes Substitutes Additional Hours Instructional Materials</p>	<p>\$2,300 \$1,000 \$100 \$2,500</p>	<p>Title I/EIA/SCE Title I Title I/EIA/SCE Title I/EIA/SCE</p>

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<ul style="list-style-type: none"> Incentives will be purchased to motivate & improve student achievement in the area of reading. Resource Teacher will be pushed into the lowest level ExCEL groups in first and second grade to provide targeted instructional support. Bilingual instructional assistant support staff will provide literacy instructional support for English Language Learners in all grade levels during ExCEL. 	<p>Ongoing</p> <p>Oct. – June</p> <p>Sept. - June</p>	<p>and Supplies</p> <p>Bookmarks/Incentives</p> <p>Salary</p>	<p>\$100</p> <p>\$39,807</p>	<p>Title I</p> <p>EIA/LEP</p>
<p>1.6 G.L.A.D. <i>Teachers will continue to implement G.L.A.D. strategies school wide.</i></p> <ul style="list-style-type: none"> G.L.A.D. instructional strategies (input charts (pictorial & narrative), observation charts, Co-op strip paragraph, chants, farmer and the dell, cognitive content dictionary) will continue to be implemented at all grade levels. Teachers will continue to share G.L.A.D. instructional strategies during PLC meetings (once a month). Teachers will have the opportunity to plan G.L.A.D. instructional strategies and develop lessons. Teachers will be given the opportunity to attend district refresher courses provided by a key G.L.A.D. trainer. Content coaches will provide staff development, demonstration lessons and follow up observations and feedback in the following GLAD strategies: Pictorial & Narrative Input charts, Sentence Patterning charts and Cognitive Content Dictionary on an as needed basis. 	<p>Sept. – June</p> <p>Ongoing</p> <p>Ongoing</p> <p>As needed</p> <p>As needed</p>	<p>Substitutes</p>	<p>\$1,500</p>	<p>EIA/LEP</p>
<p>1.7 Reading Comprehension <i>Reading Comprehension will be an area of focus school wide.</i></p> <ul style="list-style-type: none"> Teachers will implement Reading Comprehension instructional strategies at all grade levels. District Content Coaches will provide school wide follow up staff development in the area of Reading Comprehension instructional strategies (Think Aloud, Connecting Background Knowledge, Visualizing, and Questioning) on an as needed basis. District Content Coaches will provide demonstration lessons for all grade levels in the area of Reading Comprehension as needed. District Content Coaches will provide school wide staff development in the area of summarizing for all staff members. District Content Coaches will provide demonstration lessons with follow up observations and feedback for all teachers. Teachers will analyze student data (work samples, theme skills tests, DRA data) for the purpose of determining student’s areas of strength and the next steps in moving the students forward in their reading comprehension. Principal will continue to informally observe teachers’ reading instruction to monitor Reading Comprehension instructional strategy implementation. Principal will invite students to the office to share their reading, analyze student 	<p>Ongoing</p> <p>Sept. – May</p> <p>Ongoing</p> <p>Nov. 2010</p> <p>Ongoing</p> <p>Ongoing</p> <p>Weekly</p>	<p>Salary</p> <p>Salary</p> <p>Salary</p>	<p>\$6000</p> <p>\$6000</p> <p>\$10,000</p>	<p>EIA/SCE</p> <p>EIA/SCE</p> <p>EIA/SCE</p>

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<p>comprehension, and monitor evidence of Reading Comprehension strategies being taught on a regular basis.</p> <ul style="list-style-type: none"> • Incentives will be purchased to motivate and improve student achievement in the area of reading. • Professional books will be purchased for the purpose of investigating research based instructional strategies to enhance the school-wide focus of Reading Comprehension. 	Ongoing	Bookmarks/Incentives	\$100	Title I
	Ongoing	Professional Books	\$300	Title I
<p>1.8 Step Up to Writing</p> <ul style="list-style-type: none"> • Teachers will continue to implement Step Up to Writing instructional strategies at all grade levels. • Teachers will continue to review student work samples for the purpose of determining student’s areas of strength and the next steps in moving the students forward in their writing and how it is connecting with the reading comprehension focus. • District Content Coaches will provide demonstration lessons for all grade levels in the area of writing. • District Content Coaches will provide staff development, demonstration lessons and follow up observations and feedback in how to use the Co-op Strip paragraph to help students improve their writing strategies. • Principal will continue to informally observe teachers writing instruction to monitor the Step Up to Writing implementation. • Principal will invite student authors to the office to share their writing, observe student writing in the classrooms, and monitor lesson plans for evidence of Step Up to Writing activities being taught on a regular basis. • Incentives will be purchased to motivate and improve student achievement in the area of writing. 	Sept. – June (Daily)			
	Monthly			
	Sept. – June	Salaries	\$10,000	EIA/SCE
	Weekly			
	Weekly	Writing Stickers	\$100	Title I
<p>1.9 Interventions</p> <ul style="list-style-type: none"> • PLC’s will use informal and formal assessment data to analyze student achievement and progress. • Teachers will meet once a month in Level 1 RTI groups for students who are at risk of not meeting grade level standards to set goals and interventions and provide follow-up meetings. • Monthly Student of the Month assemblies, El Cerrito Reads Program Reading Parties will be utilized to motivate students towards meeting grade proficiency. • Instructional assistant support staff will provide literacy instructional support for all grade levels during ExCEL. • Teachers will provide after school tutoring in the area of reading for targeted students performing just below grade level who are participating in the ASES program. • Bellwork Language Arts materials will be purchased to increase student achievement for 	Weekly			
	Monthly			
	Monthly	Books/Incentives	\$2,000	Title I
	Daily	Salaries	\$12, 140	Title I
	Nov. – May		\$1,500	Title I
		Support materials	\$1,300	Title I

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<p>First and Second grade.</p> <ul style="list-style-type: none"> • Test preparation materials will be purchased for Second grade to familiarize students with the format and wording of the test and provide students with guided practice for the upcoming State test. • Principal will reward classrooms weekly with Attendance Banner to reward student attendance to help improve student achievement. • Parents will be invited to Student Study Team/Response to Intervention meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement. • Destination Reading will be utilized in 1st and 2nd grade to provide reteaching of skills for students requiring extra support. • Training will be provided for all 1st and 2nd grade teachers on how to use the computerized Destination Reading Program. 	<p>Weekly</p> <p>Ongoing</p> <p>Sept. – Nov.</p>	<p>Test Prep materials</p> <p>Attendance Banners</p> <p>Translators</p> <p>Substitutes</p>	<p>\$1,000</p> <p>\$500</p> <p>\$1000</p>	<p>Title I</p> <p>EIA/LEP</p> <p>Title I/EIA/SCE</p>
<p>1.10 Parent Communication/Involvement</p> <ul style="list-style-type: none"> • The El Cerrito Reads Program will motivate students to read with their families through the use of incentives such as books and other incentives. • The <i>Home & School Connection</i> will be purchased and sent home to parents on a monthly basis in both English and Spanish to provide educational ideas, suggestions and strategies. • Parents will be provided information regarding California State Standards at Back to School Night and parent/teacher conferences in both English and Spanish. • Homework assignments will be designed to reinforce grade level standards. • School newsletters/calendars will be sent home in English and Spanish on a monthly basis to keep parents informed of important school events and curriculum related information. • Teleparent will be used on a weekly basis to keep parents informed of important school events and curriculum related information. • Parents will be invited to Student Study Team/Response to Intervention meetings for the purpose of improving student achievement. These meetings will be translated for our Spanish speaking parents for better understanding and involvement. • Parents will be involved in fundraising events to supplement classroom field trips that help address grade level standards. • Parents will be invited to attend monthly Awards Assemblies where students are recognized for outstanding student achievement in the area of reading/writing and awarded with a certificate, pencil, button and bracelet. • Family Homework, Literacy, Math and Writing Nights will be held in both English and Spanish to provide parents with instructional strategies to help their children develop literacy and math skills. Incentives will be given for participating. 	<p>Monthly</p> <p>Monthly</p> <p>Sept., Dec. March</p> <p>Weekly</p> <p>Monthly</p> <p>Weekly</p> <p>Weekly</p> <p>Ongoing</p> <p>Monthly</p> <p>Sept., Oct., Nov., Jan.</p>	<p>Books/Incentives</p> <p>Home/School Connection</p> <p>Translators</p> <p>Translators</p> <p>Awards/Pencils/Pins/ Certificates</p> <p>Additional Hours/Translators/ Supplemental materials</p>	<p>\$3,500</p> <p>\$500</p> <p>\$500</p> <p>\$780</p> <p>\$500</p> <p>\$1,500</p> <p>\$2,000</p>	<p>Title I</p> <p>Title I</p> <p>EIA/LEP</p> <p>Title I</p> <p>EIA/LEP</p> <p>Title I</p> <p>EIA/LEP</p>

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE- MATHEMATICS

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students not meeting API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards.

GOAL #1: MATHEMATICS

By spring, 2011, 68.5% of all 2nd grade students will score at proficient or advanced on the mathematics portion of the California Standards Test (CST). This is a growth of 19.3% from 2009-10 and represents an increase from 62 students scoring proficient to 86 students.

CURRENT SCHOOL DATA -- MATHEMATICS

SUBGROUP	# OF STUDENTS SCORING PROFICIENT	2010 MATHEMATICS % PROFICIENT	2011 % GROWTH REQUIRED TO MEET GOAL	FOCAL AREAS
School Wide	62/126	49.2%	19.3%	Algebra and Functions Place Value, Addition and Subtraction Statistics, Data Analysis and Probability
Hispanic	53/114	46.5%	22%	
Socio-Econ. Disadvantaged	45/106	42.5%	26%	
English Learners	36/76	47.4%	21.1%	
Students with Disabilities	3/13	23.1%	45.4126	

SMARTe Goal(s):

Kindergarten

85% of all Kindergarten students will be proficient in mathematics as measured on the District Multiple Measure assessment.

First Grade

70% of all First grade students will be proficient in mathematics as measured on the District Multiple Measure assessment.

Second Grade

80% of all Second grade students will be proficient in mathematics as measured on the District Multiple Measure assessment.

Means of Evaluating Progress Toward this Goal:

- Envision End of Unit and Topic Tests
- District Multiple Measure Benchmark Tests
- ST Math Reports (2nd Grade)

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SCHOOL ACTION PLAN- MATHEMATICS

Description of Specific Actions to Improve Educational Practice in Mathematics	Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2.1 Core Curriculum</p> <ul style="list-style-type: none"> Teachers will plan targeted, differentiated instruction using the new adopted textbook, <u>Envisions</u>. Teachers will use the content standards, district pacing guide and the scope and sequence of the Envision Math core curriculum as a base for their planning. Teachers will plan lessons that have a clear objective, provide many checking for understanding opportunities and use manipulatives on a daily basis to help students gain a conceptual understanding of math. 	Sept. – June 2010-2011			
<p>2.2 Professional Learning Communities</p> <ul style="list-style-type: none"> Teachers will meet monthly during PLC’s to collaborate on goals for student achievement based on state standards. Teachers will utilize quick check and end of the topic tests to monitor student achievement. Teachers will analyze the results of end of topic tests and benchmarks tests for the purpose of discussing best instructional practices for remediation and enrichment. Teachers will collaborate on student data and best instructional strategies for the purpose of improving student mathematical understanding. 	Monthly Ongoing Ongoing Ongoing			
<p>2.3 Interventions</p> <ul style="list-style-type: none"> Supplemental math materials will be investigated and purchased as needed to support the math program for all grade levels. Teachers will be trained as needed in additional math instructional strategies as an intervention for students not meeting grade level standards. Second grade teachers will implement the Math Initiative Grant from the Mind Institute by visiting the computer lab for two 45 minute teacher supervised sessions on the ST Math courseware per week. Teachers will be trained in CGI strategies as a pilot program to improve student’s conceptual understanding in mathematics. Destination Math will be utilized in 1st and 2nd grade to provide reteaching of skills for students requiring extra support. Training will be provided for all 1st and 2nd grade teachers on how to use the computerized Destination Math Program. 	As needed As needed Sept. – June 2010-2011 Sept. – June 2010-2011 Sept. – Nov.	Instructional Materials Computer Software Substitutes Substitutes	\$1,000 \$3,500 \$500 \$1000	Title I Title I Title I Title I

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2.4 Parent Communication/Involvement <ul style="list-style-type: none"> • Family Math Night will be held in both English and Spanish to provide parents with instructional strategies to use with their children to reinforce basic mathematical concepts. • Parents will be invited to attend monthly Awards Assemblies where students are recognized for outstanding student achievement in the area of mathematics and awarded with a certificate, pencil, and button. • Parents of incoming kindergarten students will have the opportunity to participate in a Kindergarten Parent Preview event and receive information and materials to prepare their child for Kindergarten. • Second grade parents will be invited to a “Test Preparation” Family Night where they will receive information and tips on how to prepare their children for the California State Test. • Teachers will provide information and strategies for parents during Parent/Teacher conferences on how they can help their children in the area of mathematics at home. 	Nov.	Additional Hours Translation	\$1,500	Title I EIA/LEP
	Monthly	Incentives/Pencils/ Pins/Certificates	\$1,500	Title I
	May			
	April	Additional Hours	\$1,000	Title I
	Dec., March	Translation	\$1,000	EIA/LEP

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PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE- ENGLISH LANGUAGE DEVELOPMENT

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the California Standards Test (CST), California English Language Development Test (CELDT), the Title III Annual Measurable Objectives (AMAOs), and also local measures of pupil achievement. The School Site Council analyzed available data on the academic performance of English learners. The Council also obtained and considered input of the ELAC and school community. Based upon this analysis, the Council has established the following performance improvement goals, actions and expenditures.

GOAL #3: ENGLISH LANGUAGE DEVELOPMENT

By fall, 2011, 54.6% or more of the school’s English learners will demonstrate an annual growth on the CELDT.

AMAO #1: ANNUAL GROWTH	
2009-2010 % of English Learners Meeting Annual Growth Target	2010-2011 Growth Required to Meet Goal
49.4%	5.2%

By fall, 2011, 18.7% or more of the school’s English learners who have been in English language instruction educational programs for less than 5 years will attain the English proficient level on the CELDT.

AMAO #2: ATTAINING ENGLISH PROFICIENT LEVEL, LESS THAN 5 YEARS	
2009-2010 % of ELs Less Than 5 Yrs. Meeting Annual Growth Target	2010-2011 Growth Required to Meet Goal
15.7%	3%

Means of Evaluating Progress towards this Goal:

- English Language Development Observation Matrix*, administered in the fall, winter and spring.
- State mandated CELDT*, administered in fall will provide the following:
 - Appropriate placement of students
 - Appropriate instructional strategies and grouping of students
 - Development of appropriate goals and objectives for student progress and achievement
- Carousel of Ideas, Chapter Tests, and Language Progress Card*

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SCHOOL ACTION PLAN- ENGLISH LANGUAGE DEVELOPMENT

Description of Specific Actions to Improve Educational Practice in English Language Development for English Learners	Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3.1 <u>CELDT Testing and Data</u></p> <ul style="list-style-type: none"> Bilingual Lead will coordinate annual and initial testing with the District Office Assessment Team. Teachers will utilize 2009 CELDT results (Data Director), interim assessments, and informal assessments during daily ELD instruction to monitor the expected performance of English Learners and monitor and adjust their daily instruction. Principal will meet with teachers following administration of district multiple measures to review student progress and review ELD observation matrix. 	<p>Oct. Ongoing Trimester</p>			
<p>3.2 <u>California English Language Development Standards</u></p> <ul style="list-style-type: none"> Teachers will continue to utilize the English Language Development Standards to drive instruction for English Language Learners. Bilingual Lead will provide ongoing support for teachers who service English Language Learners in Into English and Carousel of Ideas curriculum. 	<p>Daily Monthly</p>			
<p>3.3 <u>ELD Instruction</u></p> <ul style="list-style-type: none"> All students will receive 30 minutes of ELD instruction daily utilizing Hampton Brown/Carousel of Ideas instructional materials. Teachers will use a variety of G.L.A.D. strategies (Input Charts, Sentence Patterning Charts, Cognitive Content Dictionary, Co-op Strip paragraph, Process Grid, Story Map) to provide comprehensible input through various formats. Gestures, realia and pictures will be used to make vocabulary comprehensible for all students. Oral language development will be the focus for every lesson. Language frames will be used to scaffold the oral language development for students. Teachers will collaborate by grade level to provide direct ELD instruction to EL students. Supplementary instructional materials will be purchased to support the academic achievement of EL students and the involvement of parents. 	<p>Daily Daily Daily Daily Daily Weekly As Needed</p>	<p>Books, instructional materials, visual aides, realia, etc.</p>	<p>\$10,000</p>	<p>EIA/LEP</p>
<p>3.4 <u>English Language Advisory Committee (ELAC)</u> <i>The English Language Advisory Committee will do the following:</i></p> <ul style="list-style-type: none"> Meet a least four times per school year Provide input into the school plan for English Learners Assist with the development of the school’s needs assessment Address the school’s annual Language Census Understand the importance of regular school attendance 	<p>Sept. - June</p>	<p>Translator</p>	<p>\$200</p>	<p>EIA/LEP</p>

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<p>3.5 <u>G.L.A.D.</u></p> <ul style="list-style-type: none"> G.L.A.D. trained teachers will continue to implement G.L.A.D. instructional strategies on a daily basis including scaffolding, pictorial input charts, graphic organizers, and modeling. Teachers will be given opportunities to plan and prepare additional G.L.A.D. units. Teachers will be given the opportunity to attend district G.L.A.D refresher courses. 	<p>Daily As Needed As Needed</p>	<p>Substitutes</p>	<p>\$1,000</p>	<p>EIA/LEP</p>
<p>3.6 <u>Parent Communication/Involvement</u></p> <ul style="list-style-type: none"> Parents will be provided with information regarding strategies to increase student achievement during Back to School Night, Parent/Teacher conferences, and Family Testing, Literacy, Writing, and Math Nights. Translators and child care will be provided for younger siblings during Family Night events. Translators will be provided for parent/teacher conferences. Parents will be invited to all SSC/ELAC/SAC meetings to keep them informed about what is going on at school and how they can support their child's achievement. 	<p>Sept. – June Oct., Nov., Jan. Dec. & March 5 times per year</p>	<p>Additional Hours Translators Translators</p>	<p>\$1,500 \$500 \$1500</p>	<p>Title I EIA/LEP EIA/LEP</p>