

La Habra City School District  
**Sierra Vista 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 3<sup>rd</sup>-5<sup>th</sup> grade students will score at proficient or advanced on the ELA portion of the California Standards Test (CST). This is a growth of 9% from 2009-2010 and represents an increase from 293 students scoring proficient to 412 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	293/609	48.1%	19.5%	Writing Strategies Reading Comprehension Word Analysis (3 <sup>rd</sup> and 5 <sup>th</sup> grades)
Hispanic	205/472	43.4%	24.2%	
Socio-Econ. Disadvantaged	147/377	39%	28.6%	
English Learners	90/255	35.3%	32.3%	
Students with Disabilities	22/65	33.8%	33.8%	

**Means of Evaluating Progress Toward This Goal:**

- Students will be administered Multiple Measures two to three times each year towards measuring increased reading comprehension. This will monitor improvement in comprehension and reading ability through the following assessments;  
 Oral Reading Fluency Test                      Houghton Mifflin Summative Assessments  
 District Writing Assessment
- Students will be administered formative assessments in accordance with the district grade level assessment calendars.
- Students will participate in Accelerated Reader (AR) with a goal of improving reading comprehension and fluency. Students will be assessed in AR every time they complete a book, with scores for reading level and comprehension included in classroom reading reports.
- At - Risk reading students will participate in small group, leveled reading instruction ( ExCEL) and Read Naturally, a reading fluency and comprehension program. Student progress will be recorded for improvement and reported at the end of each trimester.
- Students will increase the frequency of writing, using Step Up to Writing & Six Traits techniques, through weekly lessons and writing assignments. Students will be assessed for improvement in writing through scoring on the district writing rubric three times annually.
- Teachers will meet regularly in PLC groups to look at student work in the all curricular areas to make mid year formative evaluation of student progress and adjust instruction and curriculum.
- Teachers will meet regularly in PLC groups to discuss and plan strategies for differentiation of instruction and formative assessment of student progress toward learning goals

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**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><b>1.1 Core Instructional Program -Tier I</b></p> <ul style="list-style-type: none"> <li>• All teachers will use the content standards and scope and sequence of the District adopted Houghton Mifflin language arts curriculum as a base for their planning. Each lesson will include daily (IWBAT) student objectives for learning, strategies for student engagement, and formative assessments. Formative assessments will be used to monitor regular progress through AR, story tests, writing samples, teacher created assessments, checking for understanding techniques, anecdotal note taking</li> <li>• All teachers will implement the practice of pair-share, heads together, 10-2 teacher talk with fidelity throughout the day and across the curriculum to improve oral language for all students. Teachers will hold students to answering in complete sentences.</li> <li>• All teachers will use of GLAD model for teaching vocabulary, QAR strategies, and Marzano’s Strategies (Venn diagrams, Compare/contrast graphic organizers, Summarizing and note taking)</li> <li>• All teachers will use Step Up to Writing and 6 Traits and will model what the expected rigor of writing is to be at their grade level.</li> <li>• Grade levels will work in PLC (see 1.6) to identify and implement strategies that prove effective for student learning through the use of formative assessment In addition, grade levels will work in PLC to implement a uniform pacing guide for standards-based curriculum instruction</li> <li>• All teachers will guide students in the ST Math curriculum and Destination Math and Reading program in the computer lab and classroom settings</li> <li>• Identified G.A.T.E. students will be provided with an after school enrichment program by credentialed teachers aligned to the state standards</li> <li>• Core curriculum will be differentiated throughout the school day to meet the needs of all students</li> </ul>	<p>Ongoing</p> <p>September 2010-June 2013</p> <p>11/10-3/13</p>	<p>Materials/supplies</p>	<p>\$1,000</p> <p>\$4,000</p>	<p>Title I/EIA-SCE</p> <p>G.A.T.E. Funds</p>
<p><b>1.2 Small Group Intervention – Tier II</b></p> <ul style="list-style-type: none"> <li>• Teachers will meet with small groups on a daily basis (see also ExCEL) using Houghton Mifflin language arts curriculum, leveled reading materials, LANGUAGE!</li> <li>• Teachers will provide different levels of scaffolding and differentiated instruction through the use of G.L.A.D. strategies, Language frames/Response Protocols for EL students, picture cards for vocabulary development strategies, graphic organizers, QAR strategies</li> </ul>	<p>Ongoing</p> <p>September 2010-June 2013</p>	<p>Leveled Reading Materials</p>	<p>\$4,000</p>	<p>EIA/SCE</p>



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<ul style="list-style-type: none"> <li>Focus on “target students” in the EL subgroup through focused instruction, frequent formative assessing, increased engagement, grade level collaboration.</li> </ul>				
<p><b>1.5 Continue Step Up to Writing &amp; Six Traits of Writing (3-5)</b></p> <ul style="list-style-type: none"> <li>Six Traits Writing review – developed to align Six Traits &amp; Step Up To Writing with Houghton Mifflin reading &amp; language arts</li> <li>Weekly PLC meetings to review writing progress and plan grade level writing instruction</li> <li>Students will work 4-5 days a week on Step Up to Writing activities for the entire year</li> <li>Collaborate and utilize the district Content Coaches for teacher support as identified throughout the year</li> <li>Send teacher representatives to the District Writing Committee</li> </ul>	<p>Ongoing</p> <p>September 2010-June 20113</p>	<p>Substitute costs</p>	<p>\$2,000</p>	<p>Title I</p>
<p><b>1.6 Continue to utilize PLCs to evaluate/monitor student work, share practices, develop student interventions and plan instruction</b></p> <ul style="list-style-type: none"> <li>Grade level PLC meetings to review student work monthly</li> <li>Teachers meet weekly to collaborate on reading comprehension and writing strategies for instructional improvement with grade level members.</li> <li>Utilize the Rtl model with teachers to establish interventions for students</li> <li>Consult and utilize district Content Coaches for teacher support as identified throughout the year</li> </ul>	<p>Ongoing</p> <p>September 2010-June 2013</p>	<p>None</p>		
<p><b>1.7 Full implementation of ExCEL model to meet needs of all students within the Language Arts block</b></p> <ul style="list-style-type: none"> <li>Review the techniques of small group, direct instruction to be used for the 60 minute ExCEL period as well as routine daily instruction.</li> <li>Establish a differentiation plan for students utilizing support staff to reduce class size in areas of greatest need and provide materials to support leveled reading.</li> <li>Establish personnel support for classes who have Tier II intervention needs</li> <li>Work with grade levels to ensure effective alignment of curriculum and standards within ExCEL, identifying “matches” and “gaps” to improve instruction and pacing</li> </ul> <p><b>1.8 Parent Education component</b></p> <ul style="list-style-type: none"> <li>Parents are provided with information on the California Standards / grade level academic content standards at Back to School Night, Homework Help Nights and Parent-Teacher Conferences.</li> </ul>	<p>9/10-6/13 Weekly, Monthly &amp; Annual activities 10/10-6/13</p>	<p>Extra Hours for Staff Materials Retired Teachers Educational Asst. Subs for release time</p> <p>Teachers to present</p>	<p>See Tier II level costs above</p> <p>\$2,000</p> <p>\$2,000</p>	<p>Title I/EIA</p> <p>Title I</p> <p>Title I</p>

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<ul style="list-style-type: none"> <li>• Collaboration with PTA to support on site parent center to provide information to parents of a variety of curriculum support materials</li> <li>• Title I Informational meeting to address Title I qualifications, funding, organizational skills, and home/school connection in response to the parent survey.</li> <li>• Parent- Student Handbook in the Agenda to improve student and parent awareness of school expectations and improve student and teacher focus on instruction and learning</li> <li>• English Language Advisory Committee (ELAC)</li> <li>• Parent involvement in school through Advisory and Information meetings, School Site Council, ELAC and SAC</li> <li>• Include parents as a key component of Response to Intervention Team to assure progress in ELA and implementation of Rtl to improve reading comprehension and writing strategies</li> <li>• Parents provided with regular formal and informal progress reports on their children, including strategies to assist in improving performance and progressing toward the standards in the areas of reading comprehension and writing strategies.</li> <li>• Provide feedback on student AR progress to parents routinely</li> <li>• Provide Internet and public library access to AR title list at our school</li> <li>• Provide opportunity for parents to provide input on school wide areas of pride and concern</li> </ul>	<p>11/10-6/13 ongoing</p> <p>Back to School Night</p>	<p>Materials/Parent Center Parent-Student Handbook and Agenda</p>	<p>\$1500 \$5,000</p>	<p>Title I Title I</p>
<p><b>1.9 Accelerated Reader program</b></p> <ul style="list-style-type: none"> <li>• Students and teachers make participation in AR a daily habit</li> <li>• Create scheduled computer time for students to take AR quizzes</li> <li>• Provide Internet and public library access to AR title list at our school</li> <li>• Purchase more AR titles &amp; quizzes for classroom libraries</li> <li>• Create a more intensive reading incentive program around AR to promote reading</li> </ul>	<p>Ongoing</p> <p>September 2010-June 2013</p>	<p>Additional Titles &amp; Quizzes</p> <p>Materials</p>	<p>\$4,000 \$1,000</p>	<p>Title I/EIA-SCE Title I</p>
<p><b>1.10 Read Naturally &amp; GLAD strategies</b></p> <ul style="list-style-type: none"> <li>• Continue to use Read Naturally for identified student population</li> <li>• Purchase additional materials to expand program (including reading materials, listening devices &amp; timers) as needed.</li> <li>• Frequent checks on evidence of GLAD use in the classroom, specifically in the best practices chosen (see above)</li> <li>• Provide training and follow-up for GLAD as needed</li> </ul>	<p>Ongoing</p> <p>September 2010-June 2013</p>	<p>Material costs</p>	<p>\$4,000</p>	<p>Title I/EIA-SCE</p>

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<p><b>1.11 Staff Development focused on improving instruction and intervention for EL students</b></p> <ul style="list-style-type: none"> <li>• Staff development on identified Best Practices for EL population provided by ILT/Principal and content coaches</li> <li>• Follow up on Best Practices through frequent monitoring by Principal’s regular and frequent classroom visitations and feedback to staff</li> <li>• ILT walkthroughs focused on gathering data on implementation of best practices</li> <li>• Focus on selecting “targeted” students from EL subgroups and measures to monitor growth &amp; improvement frequently</li> <li>• Emphasize increasing student engagement through training and feedback on use of Best Practices for student involvement.</li> <li>• Continue training of staff in GLAD strategies, differentiated instruction strategies and in using visual support to improve vocabulary and background knowledge for Reading /Language Arts in all grades and emphasize using them routinely in classroom instruction.</li> <li>• Provide support from district level Content Coaches in identified areas of need for staff</li> <li>• Implement Carousel of Ideas curriculum with fidelity and compliance at all grade levels</li> <li>• Implement professional development cycle for QAR, Summary Writing that includes demonstration lessons, safe practice, peer observation and coaching</li> </ul>	<p>Ongoing September 2010-June 2013</p>	<p>Subs to release teachers for walkthroughs</p>	<p>\$5,000</p>	<p>Title I EIA-SCE</p>
<p><b>1.12 Intervention programs for students performing below grade level and below proficiency standards in reading comprehension</b></p> <ul style="list-style-type: none"> <li>• Push in &amp; pull out programs in Read Naturally &amp; Language! for At -Risk, RSP and English Learner students using teachers and instructional aides when appropriate.</li> <li>• Select “targeted students” to increase engagement and monitoring of data.</li> <li>• Tutoring program after school with the A.S.E.S. program</li> <li>• Differentiated instruction for Reading /Language Arts in all grades using ExCEL, Guided Reading Strategies, Language!, GLAD and Read Naturally strategies.</li> <li>• Content Coach support in school wide focus of Reading Comprehension</li> </ul>	<p>Ongoing October 2010-May 2013</p>	<p>Support materials/personnel</p>	<p>\$15,000</p>	<p>EIA/SCE</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 3<sup>rd</sup>-5<sup>th</sup> grade students will score at proficient or advanced on the mathematics portion of the California Standards Test (CST). This is a growth of 9% from 2009-2010 and represents an increase from 351 students scoring proficient to 417 students.

**CURRENT SCHOOL DATA -- MATHEMATICS**

SUBGROUP	# OF STUDENTS SCORING PROFICIENT	2010 MATHEMATICS % PROFICIENT	2011 % GROWTH REQUIRED TO MEET GOAL	FOCAL AREAS
School Wide	351/609	57.6%	10.9%	Measurement & Geometry (4 <sup>th</sup> and 5 <sup>th</sup> grades) Addition, Subtraction, Division (3 <sup>rd</sup> grade) Operations & Factoring (4 <sup>th</sup> and 5 <sup>th</sup> grades)
Hispanic	254/472	53.8%	14.7%	
Socio-Econ. Disadvantaged	187/377	49.6%	18.9%	
English Learners	125/255	49%	19.5	
Students with Disabilities	39/65	60%	8.5%	

**Means of evaluating progress toward this goal:**

- Student performance on multiple measure assessments including; Envision Math benchmark
- Student performance on annual CST
- Curriculum embedded formative assessments as directed by the grade level assessment calendars
- Teachers will meet regularly in PLC groups to discuss and plan strategies for differentiation of instruction and formative assessment of student progress towards math learning goals.

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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><b>2.1</b> <i>Identify, learn and implement 3-5 best teaching practices tied to supporting identified focus goal from CST- Math (Basic Math Operations + – × ÷ )</i></p> <ul style="list-style-type: none"> <li>• Provide differentiated instruction training for staff in mathematics by Content Coach</li> <li>• Provide required Math training on new adoption by the OCDE</li> <li>• Hold monthly grade level PLC meetings to review consistency of math instruction and differentiation for students at all levels of performance in math.</li> <li>• Maintain self contained classroom model in Math with differentiated instruction in third - fifth grades using standards –based curriculum.</li> <li>• Emphasize instructional focus on mastery of basic math operations for all students unable to demonstrate mastery on diagnostic assessments and multiple measures in math.</li> <li>• Implement use of visual presentation of math concepts to support visual learners.</li> <li>• For students identified for Tier II intervention, more frequent use of small group instruction reteaching strategies, manipulatives for concept development, increased vocabulary support</li> <li>• Utilize district math Content Coach as needed to support instruction Implementation of ST Math Program to meet the needs of all learners in a differentiated model</li> </ul>	<p>Ongoing</p> <p>August 2010-June 2013</p>	<p>None</p>		
<p><b>2.2</b> <i>Identify and implement best teaching practices for improving mathematics performance of EL students.</i></p> <ul style="list-style-type: none"> <li>• Utilize strategies to increase engagement of students during instruction</li> <li>• Train teachers in techniques to assist EL students in the academic language of mathematics</li> <li>• Implement use of visual presentation of math concepts to support EL students</li> <li>• Small group instruction for reteaching</li> <li>• Use of best practices of pair share, heads together in heterogeneously grouped settings</li> <li>• Utilize district math Content Coach as needed to support instruction</li> </ul>	<p>Ongoing</p> <p>September 2010-June 2013</p>			

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<ul style="list-style-type: none"> <li>• Implementation of ST Math to provide visual conceptual development of mathematics</li> <li>• Implementation of Destination Math and Reading for differentiated instruction for all students</li> </ul>	Fall 2010	<i>Support materials headphones</i>	\$500.	<i>Title I</i>
<p><b>2.3</b> <i>Maintain best teaching practices to support focus goal to accelerate proficient and advanced students</i></p> <ul style="list-style-type: none"> <li>• Plan and execute differentiated math instruction in all classes for students in need of acceleration and advancement.</li> <li>• Provide G.A.T.E. which integrates mathematics into it overall unit of instruction</li> <li>• Implementation of ST Math, Destination Reading and Math</li> </ul>	Ongoing  September 2010-June 2013			
<p><b>2.4</b> <i>Plan intervention for Math tutoring</i></p> <ul style="list-style-type: none"> <li>• Teachers will implement the new math adoption intervention component in differentiating their classroom instruction in small group fashion</li> <li>• ASES Program for identified students</li> </ul>	Ongoing  September 2010-June 2013			

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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.

<b>AMAO #1: ANNUAL GROWTH</b>	
2009-2010 % of English Learners Meeting Annual Growth Target	2010-2011 Growth Required to Meet Goal
56.1%	Maintain growth

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.

By Fall, 2011, 43.2% or more of the school’s English learners who have been in English language instruction educational programs for more than 5 years will attain the English proficient level on the CELDT.

<b>AMAO #2: ATTAINING ENGLISH PROFICIENT LEVEL, LESS THAN 5 YEARS</b>		<b>AMAO #2: ATTAINING ENGLISH PROFICIENT LEVEL, MORE THAN 5 YEARS</b>	
2009-2010 % of ELs Less Than 5 Yrs. Meeting Annual Growth Target	2010-2011 Growth Required to Meet Goal	2009-2010 % of ELs More Than 5 Yrs. Meeting Annual Growth Target	2010-2011 Growth Required to Meet Goal
30.1%	Maintain growth	53.5%	Maintain growth

**Means of evaluating progress toward this goal:**

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*English Language Development Observation Matrix*, administered in fall, winter and spring (assessed in Reading, Writing, Listening and Speaking).  
CELDT test overall score administered annually.

- Students will be administered Multiple Measures two - three times each year towards measuring increased reading comprehension. This will monitor improvement in comprehension and reading ability through the following assessments;  
District Multiple Measures                      Houghton Mifflin Summative Test
- Curricular embedded assessments in core curriculum
- Language! Assessment.
- Teachers will administer formative assessments as directed by the grade level assessment calendar
- Students will participate in Accelerated Reader (AR) with a goal of improving reading comprehension. Students will be assessed in AR every time they complete a book, with scores for reading level and comprehension included in classroom reading reports.
- ELL students will participate in the ExCEL Reading model in small groups 60 minutes daily. Practices may include Houghton-Mifflin, Read Naturally, a reading fluency - comprehension program, as well as the Language! Program with progress monitored at each trimester.
- Students will increase the frequency of writing, using the Step Up to Writing and Six Traits program, through weekly lessons and writing assignments. Students will be assessed for improvement in writing through scoring on the district writing rubric three times annually.
- Parents and staff will work together to improve the performance of EL students through improved practice at home and increased parent support.
- 30 minutes of explicit ELD instruction in leveled groups.
- Classroom formative assessments will be used to monitor student progress and provide data for discussion of students progress in grade level PLC meetings weekly
- Carousel of Ideas curriculum will be implemented with fidelity and compliance at all grade levels providing curriculum based assessments for review
  
- English Language Development Observation Matrix, administered in fall, winter and spring

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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><b>3.1 <i>Ensure that all EL students are receiving the appropriate daily ELD instruction;</i></b></p> <ul style="list-style-type: none"> <li>• All EL students will be provided with 30 minutes of ELD through the Carousel of Ideas curriculum</li> <li>• Check lesson plans weekly for planned ELD with Hampton-Brown, Carousel of Ideas and Houghton-Mifflin.</li> <li>• Incorporate GLAD strategies in daily instruction for EL students using identified Best Practices for oral language development</li> <li>• Principal will focus classroom visitations and observations on the implementation of the Best Practices and follow up with PLC and individual teachers to ensure continuous improvement in the use of the practices</li> </ul>	<p>Ongoing  September 2010-June 2013</p>	<p>Material/support</p>	<p>\$9494</p>	<p><i>EIA/LEP</i></p>
<p><b>3.2 <i>Monitor and evaluate EL students progress toward meeting the expected performance standards based on the LHCS 3-5 Standards Based Instructional Guide.</i></b></p> <ul style="list-style-type: none"> <li>• Identify students who have “flatlined” in their growth over the past 3 years and target them for review</li> <li>• Multiple measures &amp; Benchmark tests given routinely using the ELD observational matrix and Carousel of Ideas assessments.</li> <li>• Teachers will use identified strategies for staying focused on their targeted students</li> <li>• Principal will do audits on the usage of the school wide best practices that have been identified and give teachers feedback on their progress of implementation</li> <li>• Principal will create a hot list of EL students at the Intermediate level to monitor progress towards proficiency growth on a more frequent basis.</li> </ul>	<p>Ongoing  September 2010-June 2013</p>			

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<p><b>3.3 Identify and implement best practices for ELD instruction, as identified in ELD Instructional Strategies, Assessment, Monitoring, and Resource section of LHCS 3-5 Standards Based Instructional Guide</b></p> <ul style="list-style-type: none"> <li>• Include GLAD instruction techniques in feedback during observations and “teaching conversations”</li> <li>• Teachers will utilize strategies to facilitate academic vocabulary development including Kate Kinsella, visual supports for vocabulary, requiring complete sentence response from students using sentence frames and response protocols</li> <li>• Routine classroom visitations and feedback from district Content Coach as needed</li> </ul> <p><b>3.4 Ensure that all English Learners receive appropriate instruction in content areas</b></p> <ul style="list-style-type: none"> <li>• Weekly PLC will provide time for focused collaboration on unit/lesson development in the content areas to provide the appropriate instruction</li> <li>• Teachers will integrate the identified Best Practices into their content area units and lessons.</li> <li>• Teachers will provide visual support for content area vocabulary development</li> <li>• Teachers will utilize the G.L.A.D. graphic organizers that promote content area comprehension</li> <li>• Use of district Content Coach as needed</li> </ul>	<p>Ongoing  September 2010-June 2013</p>	<p>Staff development and support</p>	<p>\$3,000</p>	<p>EIA/LEP</p>
<p><b>3.5 Parent Education</b></p> <ul style="list-style-type: none"> <li>• The ELAC Committee will meet 3-5 times a year to address the following program components; <ul style="list-style-type: none"> <li>○ Provide input into the school plan for EL</li> <li>○ Assist with the development of the school’s needs assessment</li> <li>○ Assist with the school’s annual Language Census</li> <li>○ Training on importance of regular school attendance</li> <li>○ Training in school-wide Instructional Focus and participation in school walk-through</li> <li>○ Training to assist parents in supporting learning at home</li> </ul> </li> </ul>	<p>Ongoing  October 2010-June 2013</p>	<p>Translators, Teacher &amp; Aide Extra Hours, Parenting Tip publications</p>	<p>\$3,000</p>	<p>Title I/EIA-LEP</p>

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<ul style="list-style-type: none"> <li>• Back to School Night, Open House, parent –Teacher Conferences and informal progress reports will be provided throughout the year with translation as needed.</li> <li>• Parent Meetings will be provided including;             <ul style="list-style-type: none"> <li>○ Title I Parent Meeting</li> <li>○ GATE Parent Meeting</li> <li>○ Family Nights</li> <li>○ Back to School Night</li> <li>○ Coffee with the Principal</li> <li>○ ELAC</li> </ul> </li> <li>• Translation will be provided for parent meetings and conferences</li> <li>• Bilingual publications and communication will be provided</li> </ul>				
<p><b>3.6 Staff Development – Training on the California English Language Development Standards and their relationship to the Standards Map</b></p> <ul style="list-style-type: none"> <li>• On-site support will be provided by the EL Lead teacher</li> <li>• Training on use of the Response to Intervention (RtI) model to guide teachers in implementing interventions during PLC meetings and SST meetings</li> </ul>	<p>Ongoing</p> <p>October 2010-June 2013</p>			