

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Required Activity	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p>	<p>The Fallbrook Union School District currently provides the following basic instructional services to students identified as English Learners:</p> <p>1) Structured English Immersion (SEI): 9-12 EL students who have been assessed on the CELDT and are designated Limited English Proficient receive daily integrated and designated ELD instruction and access to the core content subjects through SDAIE until they reach adequate fluency. ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to the students' levels of proficiency in English, and is based on the ELD and ELA standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction.</p> <p>2) All of our LEP students are grouped by language proficiency levels for Designated ELD instruction and placed in settings where teachers have CLAD or BCLAD authorization. Students remain in the program until they reach adequate fluency</p>	<p>1. Jose Iniguez-Assistant Sup. Ed. Services</p> <p>2. Emily Toone EL Coordinator</p>	<p>1.PD for faculty</p> <p>2. PD for EL Coord.</p> <p>3.Collaboration with County Office of Education</p> <p>4.Release time for faculty</p> <p>5.Substitutes for observations/ PD</p>	<p>\$19,250</p> <p>See Local Education Agency Plan Goal 2 Budget Update for more details</p>	<p>Title III LEP and LCFF Supp/Con</p> <p>See Local Education Agency Plan Goal 2 Budget Update for more details</p>

<p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p>	<p>The District uses federal and state funds to evaluate and review progress for EL students academically as well as for English Proficiency. The District has acquired additional material, software, and provides intensified instruction. Funds are used to hire personnel to coordinate, manage, and provide direct services to EL students. Funding permitting, after school and summer school programs are offered to EL students not reaching adequate fluency level in English or are not being reclassified to RFEP. The District has set the following annual goals for EL students in the area of ELD:</p> <ul style="list-style-type: none"> ● ELD- measured with CELDT until development of ELPAC ● Reading/Language Arts- measured by California Assessment of Student Performance and Progress as well as local metrics. ● Math- measured by California Assessment of Student Performance and Progress as well as local metrics. <p>The District developed interventions for EL students who are not making adequate progress on interim benchmarks. Funds are used to hire personnel to provide intervention programs, purchase supplementary materials, and provide ongoing professional development and coaching to teachers. The District collects data and provides disaggregated data to schools and individual teachers on student academic growth and progress.</p>	<p>1. Jose Iniguez- Assistant Sup. Ed. Services</p> <p>2. Emily Toone EL Coordinator</p>	<p>Salary and Benefits</p>	<p>\$90,000</p>	<p>LCFF Supp/Con</p>
<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p>	<p>The District is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA, and mathematics. The following monitoring process is employed to ensure that EL students are making satisfactory progress toward interim and annual goals:</p>	<p>1. Jose Iniguez- Assistant Sup. Ed. Services</p>	<p>Salary and Benefits</p>	<p>\$90,000</p>	<p>LCFF Supp/Con</p>

<ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); 	<ul style="list-style-type: none"> ● EL student’s grades are printed, with any deficiencies highlighted and the reports are shared with by the EL Coordinator, as well as with the principal and Assistant Superintendent of Educational Services. Growth in ELD and academic areas is also noted, as well as exceptional progress. After reclassification, the RFEP student is monitored a minimum of twice a year. ● EL students have special ELD folders within their cumulative files, which highlight their language development and record their progress. ● The EL Coordinator and the principal at each site are responsible for ensuring EL students are placed appropriately in classes with CLAD authorized teachers and are monitored throughout the year. Individual Learning Plans are developed for EL students when necessary. The principal at each site schedules ELAC meetings and meets with parents regularly on the ELD site plan and implementation. ● The Assistant Superintendent of Educational Services makes an annual report to the School Board, as well as shares details of the program throughout the school year. The Superintendent ensures that each teacher hired since 1986 has a full CLAD credential or signed a Memorandum of Understanding and Emergency CLAD Authorization to complete the CLAD authorization within two years of being hired and before being granted tenure. The Human Resources Department monitors the progress of each of the teachers on a Memorandum of Understanding and Emergency CLAD Authorization. 	<p>2. Emily Toone EL Coordinator</p>			
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	<ul style="list-style-type: none"> • Data from District records is compiled and analyzed so that they are usable by educational staff to facilitate program improvements. Data is regularly shared in ELAC and DELAC meetings for parent and committee members' input and suggestions. Parents are encouraged and welcomed to participate in the ELD programs at their student's site as well as any site in the District. The DELAC encourages parents to share their skills and promote participation in community activities. 				
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<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>District uses Title III funds to encourage and promote broad involvement of the parents of EL students and the community. All schools with more than 20 EL students currently have a properly constituted English Learner Advisory Committee (ELAC). Each school has parent and staff representative on the District English Learner Advisory Committee (DELAC). Leadership and parental involvement training is offered for DELAC parent leaders and members. Adult literacy, ELD, and citizenship classes are provided, at no charge, for all parents and community members.</p> <p>Title III funds are used to:</p> <ul style="list-style-type: none"> • Build strong parent involvement. • Provide both written and oral translations for parents who receive individual student assessment results and program descriptions. • Provide EL Coordinator to work with parents to plan and implement site programs to improve student achievement. • Provide classes for parents to develop skills, techniques, and strategies to assist their children at home. 	<ol style="list-style-type: none"> 1. Jose Iniguez- Assistant Sup. Ed. Services 2. Emily Toone EL Coord 3. Larry Boone, Principal 	<p>Salary and Benefits</p>	<p>\$160,000</p>	<p>LCFF Supp/Con and Title III LEP</p>
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	<ul style="list-style-type: none"> • Enable a training program for administrators and teachers to ensure that all communications that are sent home are translated into the major languages represented at each site. • Encourage parents to participate in computer and technology classes to improve their skills and assist their students in using computers. • Plan and implement ELD programs with approaches and methodologies that are approved as scientifically based methods, such as those included in the Clearinghouse at: www.ed.gov/offices/IES 				
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Required Activity	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p>	<p>District currently provides the following basic instructional services to students identified as English Learners:</p> <ul style="list-style-type: none"> • Structured English Immersion (SEI): 9-12 students who have been assessed on the CELDT and are designated Limited English Proficient receive daily instruction in ELD. ELD instruction focuses on listening, speaking, reading, and writing in English, is targeted to the students' levels of proficiency in English, and is based on the ELD and ELA standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure • With the exception of a few students in the U.S. for less than a year, all LEP students are placed in mainstream core classes includes ELA. Access to the 	<p>1. Jose Iniguez- Assistant Sup. Ed. Services</p> <p>2. Emily Toone EL Coord</p> <p>3. Larry Boone, Principal</p>	<p>1. PD for faculty</p> <p>2. PD for EL Coord.</p> <p>3. Collaboration with County Office of Education</p>	\$230,000	<p>LCFF Supp/Con</p> <p>Title III LEP</p>

<ul style="list-style-type: none"> English proficiency; and Academic achievement in the core academic subjects 	<p>core content subjects is strengthened through SDAIE and paraprofessionals.</p> <ul style="list-style-type: none"> All of our students are placed in settings where teachers have CLAD authorization. Students remain in the program until they reach adequate fluency. <p>Title III funds enhance the current instructional program for EL students by providing:</p> <ul style="list-style-type: none"> Supplemental reading materials for students who have not achieved reasonable levels of fluency to supplement state-adopted ELA series. Enrichment activities after school and during the summer. 		<p>4. Release time for faculty</p> <p>5. Substitutes for observations/ PD</p> <p>6. Hourly rate</p> <p>7. Instructional material</p>		
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Required Activity	Description of how the LEA is meeting or plans to meet this requirement.
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<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> designed to improve the instruction and assessment of LEP children; designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Title III funds are used to provide professional development to site administrators, teachers, and paraprofessionals related to instructional practices identified as highly effective by sound research.</p> <p>Title III funds are used to hire staff developers, pay stipends to teachers, and/or pay for substitutes in order that teachers receive scientifically based, research-based strategies training which specifically includes those strategies that meet the needs of the EL students such as:</p> <ul style="list-style-type: none"> • SDAIE • ELA/ELD Framework • ELD institutes/conferences • Cultural diversity • Use of adopted ELA/ELD materials • Effective instructional practices • Communicating with linguistically and culturally diverse parents • Balanced literacy • Curriculum planning • Academic Vocabulary • Language Targets • Rigor • Maximizing opportunities for ELL students to speak in ELD classes <p>Parents are also encouraged to participate in literacy and English language development training and enrichment opportunities through ELAC meetings, after school programs, and Saturday classes. Additionally, parents are encouraged to attend pertinent conferences with district staff including the CAFE (California Association for Bilingual Education).</p>
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Allowable Activities	Description of how the LEA is meeting or plans to meet this requirement.	
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>The District hires an EL Coordinator to:</p> <ul style="list-style-type: none"> • work with parents to plan and implement site programs to improve student achievement • provide classes for parents to develop skills, techniques, and strategies to assist their children at home

		<ul style="list-style-type: none"> • compile and analyze EL student achievement data so that they are usable by educational staff to facilitate program improvements. Data is also regularly shared in ELAC and DELAC meetings for parent and committee members' input and suggestions.
Allowable Activities	Description of how the LEA is meeting or plans to meet this requirement.	
5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: The District provides: <ul style="list-style-type: none"> • additional learning opportunities for EL students to develop English language and academic proficiency after school, on Saturdays, and during the summer • schedule students with same English teacher for ELD and mainstream English course • ELD level 1 and 2 students are provided with 2 periods of ELD in addition to their mainstream ELA class.
6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: Programs paid for by Title III funds are coordinated and integrated with other categorical programs such as Title I, Title II, LCFF-Supplemental, and general funds to provide comprehensive services to English Learners such as: <ul style="list-style-type: none"> • Access to after-school programs • Access to support structures such as Student Study Teams, IEPs, and 504 plans • Summer academies • Access to in-school interventions

<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No Yes</p>	<p>If yes, describe: The District assesses EL program weaknesses and strengths by:</p> <ul style="list-style-type: none"> • Analyzing CELDT, CAASPP, district and site data • Conducting a needs assessment to identify staff development needs • Conducting ongoing staff development • Monitoring progress of EL students on an ongoing basis • Providing extra support to teachers • Collaborating and coordinating with District programs and related services
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Allowable Activities	Description of how the LEA is meeting or plans to meet this requirement.	
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes or No Yes</p>	<p>If yes, describe: Parents are encouraged to participate in literacy and English language development training and enrichment opportunities through ELAC meetings, after school programs, and Saturday classes. Additionally, parents are encouraged to attend pertinent conferences with district staff including the CABA (California Association for Bilingual Education).</p>
<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials 	<p>Yes or No Yes</p>	<p>If yes, describe: EL students have access to educational technology and instructional materials at a level equal to or greater than mainstream students. EL students are encouraged to use educational technology after school and on Saturdays. In fact, we offer computer literacy classes for parents of EL students.</p>

<ul style="list-style-type: none"> ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 		
<p>10. Other activities consistent with Title III.</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>

Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
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<p style="text-align: center;">Requ red Act ivit y</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>If the parent lists a language other than English on the Home Language Survey, the student is assessed by the California English Language Development Test (CELDT) for English proficiency.</p> <p>Placement of the student is determined by the results of the CELDT. Upon registration, and annually thereafter, parents receive a written explanation of the following information:</p> <ul style="list-style-type: none"> a. The reasons their child was identified as an EL and the need for services (Home Language Survey response; CELDT score). b. The child’s level of English proficiency, assessment methods used, and student’s academic achievement status. (For “annual” EL students, CAASPP and/or other academic information, GPA, and results of other District assessments). c. The method of instruction the student receives (program description which includes information on time spent in ELD program, materials to be used, subjects to be taught in Specially Designed Academic Instruction in English (SDAIE), materials to be used, and authorization of teacher. Benchmarks and yearly goals explained so parents can monitor progress toward these goals. d. How this program is designed to meet the needs of the child (design based on FPM requirements and research). e. How this program is designed to their child learn English (emphasis on ELD component and training of teachers). f. Specific exit requirements (reclassification criteria) and expected rate of promotion and graduation if student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers. g. If the student has a disability, how the services prescribed by the IEP work together with the ELD program to maximize his/her learning experiences. If the child is identified as special education, the IEP states how the ELD program addresses ELD and the child’s special needs.
		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>

Re qui red Act ivit y	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>d. Their parental right to withdraw from the EL program (not services) and to choose from alternative programs. Recognizing the parent’s right to request the withdrawal of their student from ELD services, the District will make every effort to place the student with CLAD certified teachers until the student is reclassified as RFEP.</p> <p>For parents of students enrolled since the previous school year, notices are provided within 30 days of the beginning of the schools year. If students enroll after the beginning of the school year, parents are notified within two weeks of the child being placed in such a program.</p> <p>Following initial placement, students are monitored throughout the school year and modification in the program and placement can be made as needed. Site ELAC and District DELAC meetings focus on informing parents about instructional programs and how they can support their child’s academic achievement. Additional parent meetings regarding A-G requirements, special education, and Advanced Placement (AP) courses ensure their students are being properly included in all possible school services. These meetings may also serve to provide a forum for parents of EL students to share their recommendations for program design and goals.</p> <p>Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed complete program descriptions, options, and parent rights. Back-to-School Nights, held within the first 30 days of school, are designed to provide information to parents. The EL Coordinator and academic counselors are available for individual conferences with parents with concerns or questions.</p> <p>If the District or site fails to make its Adequate Yearly Progress (AYP), all parents are notified of such failure in writing no later than 30 days after such failure occurs. Counselors, teachers, principals, and the EL Coordinator and site support specialist communicate with parents through interpreters when necessary. Parents are informed of their option to choose another school within the District. A general meeting will also be held for all parents of English Only and English Language</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools</p>		

<p>year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>		
<p>Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No NO</p>	<p>If yes, describe: The district collaborates with the San Diego Office of Education who in turn implements services for immigrant students through the Migrant Education Program.</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No No	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No No	If yes, describe:
Allowable Activity	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No No	If yes, describe:

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Elementary and Secondary Education Act Local Educational Agency Plan Goal 2 Budget Update

Name of LEA: Fallbrook Union High School District Fiscal Year: 2015-16

Total Title III Allocation: LEP \$ \$41,276 Immigrant: \$ 0

LEP Administrative & Indirect Costs (2%): \$ 0 Immigrant Administrative & Indirect Costs: \$ N/A

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English	1. District and site administrators along with teachers will visit classroom a minimum of once every month to monitor implementation of ELD	1. substitutes	1. \$1,000 Title III LEP

	<p>instruction and provide feedback to ELD teachers</p> <p>2. Staff will collaboratively develop objectively measurable indicators to observe during walkthroughs</p> <p>3. Highly qualified teachers with CLAD certification will teach both Designated and Integrated ELD daily.</p> <p>4. The LEA will provide quality ELD services to our private schools that participate in Title III</p> <p>5. Students will be grouped in Designated ELD classes by proficiency level</p> <p>6. EL students who score at the Beginning, Early Intermediate, or Intermediate level will have an ELD section added to their schedule</p> <p>7. Supplemental English Language Development material will be purchased to support daily ELD instruction</p>	<p>2. PD hours</p> <p>3. N/A</p> <p>4. N/A</p> <p>5. Edge 2014: Student Edition and myNGconnect: Text B, C, and Inside U.S.A.</p> <p>6. N/A</p> <p>7. Edge 2014: Leveled Library Classroom Set: B, C. Edge Grammar and Writing Practice Book</p>	<p>2. \$1,000 Title III-LEP</p> <p>3. N/A</p> <p>4. N/A</p> <p>5. \$11,179.00 Title III LEP</p> <p>6. N/A</p> <p>7. \$7,284.44 Title III LEP;</p>
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	<p>8. Support English Learners (ELs) through an extended year program. Expand summer school offerings to provide additional options and opportunities</p> <p>9. Provide teachers with resources and materials to help students prepare and experience success on the CELDT</p> <p>10. Ensure that all teachers have access to ELD standards. All teachers will undergo a two day ELD standards training. The training will cover exposure to structure of the standards, proficiency levels, correlation to the CCSS, frameworks for how standards can be implemented in dedicated and integrated ELD classes and strategies and scaffolds that teachers can</p>	<p>Level B and C. Edge Assessment Handbook</p> <p>8. PD hours, stipends, instructional aide, instructional material</p> <p>9. Practice CELDT</p> <p>10. PD, substitutes, and instructional material</p>	<p>8. \$50,000 LCFF S/C</p> <p>9. \$6,250 Title III LEP</p> <p>10. \$21,000 Title III LEP</p>
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	implement to ensure students are meeting the ELD and CCSS.		
Goal 2B: AMAO 2 - English Proficiency	<ol style="list-style-type: none"> 1. Support the Seal of Biliteracy program 2. EL students will receive designated ELD and Integrated ELD in all subject areas. Teachers will spend one day every two months collaborating and planning lessons across content areas to support students' access to rigorous content and to increase academic language acquisition. ELD tutorials will be implemented in ELD classes to support language acquisition through academic content. 	<ol style="list-style-type: none"> 1. Material and extra hours 2. Instructional material and PD 	<ol style="list-style-type: none"> 1. \$3,500 LCFF S/C 2. \$28,850 Title III LEP
Goal 2C: AMAO 3 - Adequate Yearly Progress (AYP) in English/Language Arts	<ol style="list-style-type: none"> 1. All EL students will be scheduled into a mainstream ELA course 2. EL students who score at the Beginning, Early Intermediate, or Intermediate level be scheduled into a double block of Designated ELD in addition to their mainstream ELA course 	<ol style="list-style-type: none"> 1. N/A 2. N/A 	<ol style="list-style-type: none"> 1. N/A 2. N/A 3. \$5,000 LCFF S/C

	<ol style="list-style-type: none"> 3. EL Coordinator will monitor redesignated EL students on a quarterly basis for a period of no less than 2 years. Action plans will be developed for any RFEP student who is not performing at grade level in core subjects and monitored as needed. 4. EL students are offered opportunities to participate in after school and summer enrichment activities designed to improve content matter proficiency in ELA 	<ol style="list-style-type: none"> 3. Stipend 4. PD hours and hourly rates 	<ol style="list-style-type: none"> 4. \$3,000 Title III LEP
Goal 2C: AMAO 3 – AYP in Mathematics	<ol style="list-style-type: none"> 1. EL students are offered opportunities to participate in after school and summer enrichment activities designed to improve content matter proficiency in mathematics 2. EL students who demonstrate the academic need will be scheduled into math support class with instructor trained in Integrated ELD strategies 	<ol style="list-style-type: none"> 1. PD hours and hourly rates 2. N/A 	<ol style="list-style-type: none"> 1. \$3,000 Title III LEP 2. N/A
Goal 2D: High Quality Professional Development	<ol style="list-style-type: none"> 1. Collaboratively develop ELD PD with County Office of Education 	<ol style="list-style-type: none"> 1. Consultant fees 	<ol style="list-style-type: none"> 1. \$3,600 Title III LEP

	<ol style="list-style-type: none"> 2. EL Coordinator will provide PD and collaborative coaching throughout year 3. Provide faculty with training regarding the ELD/ELA Framework themes/strategies 	<ol style="list-style-type: none"> 2. Substitute daily rates and PD hours 3. N/A 	<ol style="list-style-type: none"> 2. \$11,000 LCFF S/C 3. N/A
Goal 2E: Parent and Community Participation	<ol style="list-style-type: none"> 1. Community Outreach Specialist will attend all ELAC and DELAC meetings 2. District staff will collaborate with DELAC to review the new reclassification criteria and modify as necessary 3. Translations will be provided for all meetings and materials that meet the 15% threshold. 4. Introduce Saturday classes for EL parents 	<ol style="list-style-type: none"> 1. Stipend 2. N/A 3. Stipends 4. Hourly rates 	<ol style="list-style-type: none"> 1. \$5,000 LCFF S/C 2. N/A 3. \$3,800 LCFF S/C 4. \$25,000 LCFF S/C
Goal 2F: Parental Notification	<ol style="list-style-type: none"> 1. Provide parents with annual reports of the progress of their teenagers toward acquiring English and describe pertinent services available to them 	<ol style="list-style-type: none"> 1. N/A 	<ol style="list-style-type: none"> 1. N/A

	2. Provide an EL Parent Night at beginning of the year to ensure that all parents understand the identification process, program, services, and reclassification process.	2. Hourly rates for translating	2. \$100 Title III LEP
Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)	Services for immigrant students provided by the State regional immigrant education office through the San Diego County Office of Education	N/A	N/A
Goal 5A: Increase Graduation Rates	EL Coordinator will actively monitor progress of all EL students	Stipend	\$5,000 LCFF S/C
Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs			LEP \$ <u>\$41,276</u> IMM \$ <u>0</u>

Program Notes:

- I. Activities must be of supplemental nature. Align activities with associated estimated costs.
- II. LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary and reasonable.
- III. Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.

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