

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.

<p>SCHOOL GOAL # 3 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Based on analysis of student data, all students will increase their skill level by 5% in Reading, Language Use, and Mathematics by utilizing the Northwest Evaluation Association-MAP (a local assessment tool).</p>	
<p>Grade levels to participate in this goal: All students grades 7-12 who are performing below grade level and/or proficiency.</p>	<p>Anticipated annual performance growth: Meeting and/or exceeding the Annual Measurable Achievement Objectives</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> • NWEA-MAP's (Local Assessment) • CELDT Results • SMARTER Balanced Results • AYP • CAHSEE Results • Individual Student Data 	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> • NWEA-MAP's (Local Assessment) • Title III Accountability Report • AYP • CAHSEE Results • CELDT Scores • NWEA Data • Individual Student Results

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

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1.The programs and activities to be developed, implemented, and administered and how the SSD will use the these funds to meet all annual measurable achievement objectives described in Section 3122	Ongoing- School Site Coordinator (SSC) and Learning Leads. The SSC oversees instructional coaching provided by the Learning Leads. Instructional coaching includes: training in best practices, training in assessment procedures and analyzing student achievement data, research based instructional strategies, and intervention processes designed to engage limited-English-proficient students and promote academic success.	Personnel Costs	\$32,525	Title III
			Title III- EL Supplemental Materials: Online Reference Materials, Interactive Readers for EL Support, CDs, DVDs, Educational Applications (Apps)	\$5,269	Title III
			LCFF-Textbooks, Technology		
			Online curriculum and resources	\$3,200	LCFF
				\$37,812	LCFF

	<p>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</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)) 	Ongoing-School Site Coordinator Learning Leads/ Teachers	Re-classification and notification	\$750	LCFF
	<p>3. How the SSD will promote parental and community participation in LEP programs.</p> <p>Open House, Personalized Pathways Education Plan (PPEP) Sessions, English Language Advisory Council (ELAC).</p>	Ongoing-Administrator/ Teachers	Parent notification through PPEP and Open Houses ELAC	see above	
	<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115©). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency • Academic achievement in the core academic subject 	Ongoing-Administrator/ Teachers	<p>ELL Supplemental Materials</p> <p>Professional Development based on ELL instructional strategies</p> <p>Online curriculum and resources</p>	see above	

Required Activities	<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students c. 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 d. long term effect will result in positive and lasting impact on teacher performance in the classroom 	Ongoing-Administrator/Teachers	<p>Professional Development on instructional strategies for ELL</p> <p>Supplemental instructional materials for use with ELL</p>	\$5,000	LCFF
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	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Upgrade to program objectives and effective instructional strategies, if applicable	Ongoing-Administrator/ Teachers	N/A		
	2. Any: a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction	Ongoing-Administrator/ Teachers			
	3. How programs for English Learners are coordinated with other relevant programs and services Pathways Personalized Education Plan implemented for all students Individualized Instruction and tutoring Supplemental Instructional Materials for EL	Ongoing-Administrator/ Teachers	Personalization and small group instruction Supplemental Instructional Materials for EL	\$11,000	LCFF
	4. Any other activities designed to improve the English proficiency and academic achievement of LEP children Pathways Personalized Education Plan implemented for all students Individualized Instruction and tutoring Supplemental Instructional Materials for EL	Ongoing-Administrator/ Teachers	Personalization and small group instruction Supplemental Instructional Materials for EL	\$8,800	LCFF

	<p>5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families –</p> <ul style="list-style-type: none"> a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children 	Ongoing-Administrator/Teachers	<p>PPEP 3 times year</p> <p>Open Houses</p> <p>ELAC</p>	\$16,500	LCFF
	<p>6. Efforts to improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs 	Ongoing-Administrator/Teachers	<p>NWEA-MAP's Naviance for focused instruction on student skill level</p> <p>Online curriculum and resources</p>	\$25,231	LCFF, Title I
	<p>7. Other activities consistent with Title III or EIA/LEP funds</p>				

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

	Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol 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 	Ongoing-Administrator/Teachers	Notification and reclassification Mailing and weekly PPEP Meetings (PPEP meetings are designed for the teacher, parents, and EL students to collaborate as a team on what instructional strategies are working toward helping the student reach their goals and discussing additional EL Supplemental materials available to assist in the process).	\$500	LCFF

		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<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 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 SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD 	Ongoing-Administrator/ Teachers	Notification and reclassification Mailing and weekly PPEP Meetings	\$750	LCFF
<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 school 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>		Ongoing-Administrator/ Teachers	Notification to parents via mailing	\$550	LCFF
<p>SSD Parent Notification Failure to Make Progress If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.</p>		Ongoing-Administrator/ Teachers	Notification to parents via mailing	\$600	LCFF