Title III LEA Plan Performance Goal 2

All limited English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: <u>10621170000000</u>   **LEA Name:** <u>Clovis Unified School District</u>   **Title III Improvement Status:** <u>Year 4</u>

Fiscal Year: <u>2016-2017</u>   **EL Amount Eligibility:** <u>$217,428</u>   **Immigrant Amount Eligibility:** <u>$28,130</u>

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each   requirement.

How the LEA will:

A. Required Content	**Implement programs and activities in accordance with Title III** Clovis Unified has created a comprehensive plan for developing, implementing and administering its English Learner (EL) Program. This plan includes: a description of EL Programs; a plan on how funds are used to meet grade level expectation; accountability models to ensure the academic success of EL students; parent involvement policies to ensure the input of parents and the community are heard and responded to. In addition, data are used to track student achievement of all significant sub-groups and their performance. The revised CUSD English Learners Master Plan (August 2015) articulates and clearly outlines the instructional programs which include English Language Development (ELD) and access to the core curriculum to all EL students. While each program differs in its approach and material resources, the goals of increasing students' English language proficiency and academic achievement remain the same. The identification of English Learners begins with the registration process. A parent or legal guardian of any student who registers for enrollment in the District shall complete a Home Language Survey (HLS). If there is a language other than English on the HLS on question 1, 2, or 3, the student is assessed on their English language proficiency within 30 calendar days of enrollment using the state required California English Language Development Test (CELDT). Parents are notified in writing of assessment results, program placement options, and goals for English Learners.

Monitoring of Student Progress - *Student Performance Reports* are maintained for each English Learner to monitor student's progress in mastery of the ELD standards and academic achievement in the core curriculum at each school site. Sites will use EL progress profile folders to monitor students' progress. Students are assessed quarterly at the elementary level and semesterly at the secondary level.

Reclassification – Students are reclassified (exited from the EL program) based on the following five criteria: assessment of English language proficiency (CELDT); proficiency on Smarter Balanced Assessment Consortium (SBAC) and proficiency of the ELD assessments, teacher evaluation and parent consultation. Alternative assessments are used when reclassifying special education students reflecting the goals in the Alternative Assessments of their IEPs. When a special education student becomes eligible for reclassification, an IEP meeting is held to complete an addendum for reclassification. This ensures that the student have met the EL reclassification criteria.   EL students' English language proficiency is reviewed each quarter in grades K-12. In addition, a student's language proficiency and academic achievement growth is monitored for two years using state and local assessments along with other classroom assessments.

In order to enhance the success of the program, additional professional development will be provided for administrators, classroom teachers, instructional aides, and school site staff to increase student engagement and academic achievement, specifically with English Learners. Supplemental materials and resources will be used to intensify instruction. Additional training will be provided for both teachers and students to acquire technology skills. Parents of English Learners will be given the resources to access the school system and become empowered to help their children achieve academically through the CUSD Parent Academy Literacy Program.

Use the sub-grant funds to meet all accountability measures
Title III Grant:
The district administration and school sites have unique roles in implementing an effective EL program and collaborating to meet Title III AMAO annual measurable achievement objectives. CUSD uses the sub-grant funds to coordinate the programs below at the District level to support English Learners in acquisition of English proficiency and meeting state standards for academic achievement.
- Supplemental Resources include: Newcomers Kits, digital resources, ELD manipulatives
- Supplementary ELD curriculum*;* Inside at the intermediate schools and Edge at the high schools
- EL Teacher Authorizations professional development and training.
- Additional Professional Development with a focus on English Learners Strategies
- Supplemental Professional Development for Instructional Assistants and Bilingual Instructional Assistants

District Level
- Responsible for the timely provision of sufficient resources, including qualified and well-trained staff, supplemental instructional materials, supplies, equipment, and additional staff development resources.
- Conducts systematic data collection and provides school sites with disaggregated data for use in program monitoring and implementation.
- Completes an annual evaluation report analyzing the English Learner program. The report includes goals, a program description, measurable criteria for program evaluation, analysis of data, conclusions, and recommendations.
- Plans and deploys additional professional development in instructional strategies and methodologies for meeting the needs of English learners in English Language Development and the core curriculum.
- Coordinate with the Beginning Teacher Support and Assessment program (BTSA) and Human Resources department to ensure that all teachers in Clovis Unified School District hold the correct EL Authorization certification.

Site Level
- Determines how to best deliver instruction and services to students attending the school
- Analyzes data, evaluates program effectiveness, and determines intervention. This work is achieved with the help of an on - site EL coordinator and communicated through annual mini site reviews.
- Communicate with students' families via data reports, meetings, conferences, and Principals Advisory Council (PAC) meetings on expectations and progress of their student

- **California Career Pathways Trust Grant:**
  The CCPT Grant is designed to develop and enhance the Career and Technical Education Pathways at the CUSD high schools. Pathway courses and career opportunities are coordinated with California State University of Fresno and Fresno Community College. The pathway courses will prepare students to qualify for paid summer employment in K-12 programs and paid Internship in a position with the California Teaching Fellows Foundation.

- **Career Technical Education Incentive Grant:**
  The CTEIG will develop a program with the goal of providing students the knowledge and skills necessary to transition to employment and postsecition and postsecondary education. The purpose of the of this program is to encourage the development of new career technical education (CTE) programs and enhance and maintain current CTE programs during implementation of the school district's local control funding formula (LCFF).
  The grant will offer high quality curriculum and instruction aligned with the CTE Model Curriculum Standards and provide a coherent sequence of CTE courses that enables students to transition to post-secondary education programs that lead to a career pathway or attain employment upon graduation from the high school. The programs will provide opportunities for students to participate in after school, extended day, and out of school internships.

- **California Mathematics and Science Partnership (CaMSP) Grant**:
  The CaMSP Grant is dedicated to increasing the academic achievement of students in mathematics by enhancing the content knowledge and teaching skills for classroom teachers through professional learning activities. The CaMPS grant targets Title I schools with more than 12% of the student participation are English Learners.

School Site and District Monitoring and Accountability

- CLASSI GROWTH MODEL
  The "Clovis Assessment System for Sustained Improvement" (CLASSI), now in its eleventh year, is designed to maintain focus on that basic purpose. It is a comprehensive approach to the assessment of educational quality required in the context of emerging demands as reflected in state standards and the California State Public Schools Accountability Act. The components of CLASSI include many of the dimensions that impact t the efficacy of the total school coupled with the flexibility to be responsive to current and future district needs. The assessment elements and criteria reflect the overarching goals of preparing all students to succeed on the CASSPP and to pursue post-secondary education based on meeting, at least, the entrance requirements to the California State University system.
  The framework for the "Clovis Assessment System for Sustained Improvement" (CLASSI) entails a broad-based approach involving three major components:

  COMPONENT I: Student / School Achievement

  COMPONENT II: Performing Arts, School/ Community Involvement, and Character Counts!

  COMPONENT III: District Site Review Intercultural and Diversity Advisory Council (IDAC) goals

  CLASSI is intended to serve both evaluative and diagnostic functions. Component I identifies and monitors annually critical student achievement indicators for grades K through 12. These indicators are aligned with the California State curricular standards and bear directly on the district goal of preparing graduates to continue their post-secondary education. Component II establishes standards and ratings for evaluating certain school management, community involvement, and co-curricular priorities which are indicative of comprehensive, well-managed school programs. Component III is an assessment of the efficacy of the school as an institution. Whereas CLASSI Components I and II have to do with outcomes (products), the intent of Component III is to establish a means for schools to reflect on and self-evaluate the practices and processes within the school as they relate to the IDAC Cultural Competency Goals. A key aspect of this self-examination is the interaction among and involvement of the stakeholders of the school in the self-review process. In addition, the district conducts site reviews to validate the progress of sites as well as offer recommendations for continuous improvement.

Together the three components provide a basis for evaluating the quality and success of the Clovis Unified School District and provide essential information to area and site leadership to facilitate efforts for growth and continued improvement.

- Single Plan for Student Achievement (SPSA)

Single Plans (SPSA) are developed, written, reviewed and approved annually by the school's School Site Council (SSC). The plan is designed to improve the effectiveness of the school program and increase student learning for all learners. Each plan is based on an assessment and analysis of the school's capability to meet the educational needs of each pupil and indicated specific objectives and steps necessary to achieve such objectives, including intended outcomes. SPSAs for student achievement, funding and professional development are critiqued for alignment to student and staff needs, correctness and compliance by the Department of Supplemental Services, Area Superintendents, and then submitted to the CUSD Board for approval on an annual basis. The District's Board Policy and Administrative Regulation #7504 define the policy and procedures for monitoring and evaluating categorical aid programs.

Schools are committed to promoting excellence and high expectations for all students and work to ensure meaningful involvement in decision-making by students, teachers, parents, and community members. These Evaluation and Monitoring Reports contain information about the status of their school goals and objectives articulated in their SPSA. The Evaluation and Monitoring Reports are shared with staff and community members and presented and reviewed at the various parent and staff meetings on an annual basis. The data is used in the development of the SPSA and for program evaluation. Each site develops a SPSA in collaboration with their SSC and school staff. The purpose of the SPSA is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. As part of the cycle, annually, schools are also required to complete a Mid-Year and Annual Evaluation and Monitoring Report indicating if their site met the goals and objectives established in the fall by the SSC and school staff. Once state and local student achievement is received, each site completes the mid-year and annual report declaring if the goals and objectives were; "Attained", "Not Attained" or "No Progress" based on what was outlined in their SPSA. Student achievement data (assessment scores) are reviewed, both by the district and the school site.

- Title I School Annual Evaluation:
  Each of the current seventeen (17) schools receiving Title I, Part A funds completes an Annual Evaluation of their Title I Program. These data are used for program improvement, professional learning opportunities, personnel, materials and supplies, etc. All of our schools are committed to promoting excellence and high expectations for all students and work to ensure meaningful involvement in decision-making by students, teachers, parents, and community members. These evaluation reports contain information about the types of personnel and services funded by Title I, participation of students by grade level, student progress toward meeting the state and/or district performance standards, disaggregated data reading, language, and math assessments, description of program services, parent involvement information, and recommendations. The evaluations are shared with staff, community members, and district departments. The results, recommendations, and parent feedback are presented and reviewed at the Annual Title I Parent Meeting, School Site Council and ELAC Meetings. The data is used in the development of the District's LEAP, SPSA and for on-going program evaluation and adjustment.

  CUSD Administrators and teachers use student achievement results from state and local assessments to plan lessons, adjust instructional strategies, staff development, determine curriculum choices and the hiring of personnel. Annually school officials review and analyze all student achievement results where data is reviewed down to the student level to drive revisions and program adjustments. Review of ongoing formative data assists in the adjustment of instruction as well as enables administrators and teachers to identify, track, group, and adjust as needed. The core program, as well as intervention and supplemental programs, are designed and implemented to address closing the achievement gap and increasing student achievement for all students, especially English Learners. Results are used to modify and adjust instruction, curriculum and the hiring of personnel.

  A districtwide data analysis was completed and presented in the fall to the Clovis Unified School District (CUSD) Governing Board at the Annual Student Achievement Board Workshop. The CUSD Strategic Plan was revised by a district team and outlines the District's AIMS: 1) Maximize achievement for all students, 2) 2) Operate with increasing efficiency and effectiveness, and 3) Hire, develop, sustain and value a high quality, diverse workforce. Each AIM contains specific goals and benchmarks clarifying expected outcomes.

- Title III - AMAO Targets

  The No Child Left Behind Act (NCLB) of 2001 requires all states to set standards for the development of English language proficiency skills for children learning to speak English. State and federal law require that California test students learning English each year. The California English Language Development Test (CELDT) is the test used in this state to measure English proficiency. Students' language proficiency is measured in four content areas that include speaking, reading, writing, and listening.

  NCLB also requires the California Department of Education (CDE) to annually review the performance of each school district that receives funds under Title III based on three Annual Measurable Achievement Objectives (AMAOs). An AMAO is a performance objective, or target, that districts receiving Title III funds must meet each year for its English Learners. All districts receiving Title III funds are required to meet the two English language proficiency AMAOs and a third academic achievement AMAO based on Adequate Yearly Progress (AYP) information. Both English language proficiency AMAOs are calculated based on student achievement from the CELDT. The ELs in school districts are required to meet the three AMAO Targets: A very simple explanation of the two AMAOs goes as follows. AMAO I measures EL students and their **progress** to becoming English proficient as measured by the CELDT. AMAO II measures the number of EL students **attaining** English proficiency as measured by the CELDT. AMAO III measures the adequate yearly progress of our EL Subgroup. This is a critical piece of information for schools as they plan for continued success and reclassification of their EL population. CUSD Schools will review this report with their School Site Councils and English Language Advisory Councils this year. The Title III Accountability Report indicates the status of each Title III-funded district in meeting the three AMAOs. This is preliminary English Learners (ELs) report data on the annual measureable achievement objectives (AMAOs) 1 and 2 for 2015-16.

Promote parental and community participation in programs for English Learners

- CUSD Parent Academy:

  CUSD Parent Academy is designed to create a bridge between home school and into post-secondary education. Parents learn how grades are used for college admittance; what classes are important and needed for children planning to attend college and how to navigate the school system, and other information vital to the academic success of their children. This academy is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: including a home study location and time of day for homework; creating on- going dialog with their kids and teachers surrounding their academic successes and challenges; sharing with families how to navigate the school system, college and career readiness preparation, and more. The academy series culminates with a review of 6 modules, college presentation and discussion with the school principal and staff. The Modules include:

  > Module 1: Welcome to the CUSD Parent Academy
  > Module 2: Communication and Building Relationships With A School and Classroom Visitation
  > Module 3: Home and School Discipline
  > Module 4: Parent Engagement and Participation, Parent Connect
  > Module 5: Family Night
  > Module 6 College Readiness, Academy Culmination and Parent Graduation Ceremony.

  Parent graduation is a celebration that is typically very powerful to parents who may not have a formal education, It is an opportunity for children to see their parents as graduates themselves. The targeted parent group are those of English Learners. The participants have children in the school system who are either English Learners, Long Term English Learners, or Reclassified English Learners.

- Other Parent and Community Involvement:

  - Reclassification Recognition Parent Nights to celebrate student achievement.
  - Site and District level Parent Committees to promote communication regarding needs, assessments, and achievement data.
  - Parent Education Conferences to with community keynote speakers to inspire parent involvement.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
	Provide high quality language instruction				
	1. In addition to core Professional Development, ELD Coordinators, ELD Teachers, Bilingual Instructional Assistants, and Instructional Assistants are receiving supplemental training to enhance instructional services, targeting Long Term English learners, and EL's not progressing on CELDT and grade level standards.	▪ Curriculum and Instruction Admin. ▪ Director Supplemental Services, ▪ District EL TSA *August 2016-June 2017 and ongoing	▪ Subs and Materials	$80,000 $200,000	Title I LCAP
B. Required Content	2. District Grade Level Curriculum Design Team for EL Instruction. were created to develop differentiated lessons plans for the district English Language Arts units including strategies and scaffolds to help English Learners gain access to the core curriculum.	▪ Director Supplemental Services, ▪ District ELD TSA, ▪ Program Technician, ▪ Transition Intervention *August 2016-June 2017 and ongoing	▪ Training materials and supplies, ▪ workshops, ▪ Substitute Days	$50,000 $100,000	Title I LCAP

	Provide high quality professional development 1. Categorical Workshops -additional training above and beyond site training to site EL Coordinators. Training include Advancement Via Individual Determination (AVID) and Specially Designed Academic Instruction in English (SDAIE) strategies to intensify instruction with English Learners. They also receive training on assessments and progress monitoring strategies to enhance their site process.	▪ Director, Supplemental Services - ▪ District EL TSA- ▪ Site ELD TSA ▪ Curriculum, Instruction ▪ Assessment ▪ Consultants ▪ Coordinators ▪ Site designated ELD teachers- *August 2016-June 2017	▪ ELD Trainers ▪ Workshops/ conferences, ▪ Materials and supplies ▪ subs	$1,000 $1,000	Title I LCAP
	2. Elementary English Learner Council- the purpose of this council is to assess the elementary school sites' structure and implementation of services to English Learners. The council is comprised of principals, teachers, district administrators, and EL Teacher on Special Assignment. The council will collaborate to define essential components of an EL Program and make recommendations to sites regarding improvements.	▪ ELD Teachers *August 2016-June 2017	▪ Subs ▪ Materials	$ 5,000 $ 6,000 $ 8,000	Title I Title II LCAP

	3. CUSD Parent Academy (PA) at 14 K-12 school sites - Provides additional community education program targeting parents of English learner students to promote literacy and connection to school programs.	• Consultants • Curriculum and Instruction Admin. • Director Supplemental Services, • District ELD TSA *August 2016-June 2017 and ongoing	• Consultants and subs • PA Trainers. • Supplemental Child Care • BIAs • Materials and resources	$20,000	LCAP
	4. Transition Program – Provide tutorials, mentorship, academic and career counseling for English learners to achieve grade level expectations before school, during school, and after school.	• English Learner TSA • Curriculum and Instruction Admin • Supplemental Services • Consultants • CIA TSAs • Teachers, IAs • BIAs *February 2016-July 2016	• Additional Supplemental materials and resources • CUSD PA	$ 200,000	LCAP

5. Technology TSA – Provides additional training for teachers and students to enhance the technology curriculum acquisition. TSAs help intensify delivery of instruction. This opportunity encourages students to acquire technology skills by using various software programs and digital strategies so they can be more effective and efficient on academic tasks	▪ Technology TSAs ▪ Classroom teachers ▪ CIA *August 2016-June 2017 and ongoing	▪ Trainers, ▪ Conferences and workshops ▪ supplemental resources ▪ materials and devices	$100,000 $ 5,000 $200,000	Title I Title II LCAP
6. Parent & Community Workshops- Provide training on accessing school information via Parent Connect program. Provide workshops based on Parent Needs Assessment surveys. In addition, hold a conference for parent forums to discuss strategies to help with student achievement.	▪ District Advisory Council (DAC) ▪ District English Language Advisory Committee (DELAC) ▪ Migrant Advisory Committee ▪ Native American Indian Parent Committee ▪ Site committees and council *August 2016-June 2017	▪ Materials, supplies ▪ workshops & conferences ▪ Bus	$10,000 $ 5,000	Title I LCAP

	7. Coordinate with California State University, Fresno, Fresno Pacific University, and Clovis Community College- This is an ongoing partnership and collaboration with local universities and colleges to provide access to higher education. Speakers are invited to share information at the Parent & Community Workshops regarding college entrance strategies and appropriate college pathways classes. The colleges have provided on-site college tours for high school students.	▪ Clovis Community, CSUF ▪ Fresno Pacific ▪ Parent and Community councils and committees ▪ CUSD Parent Academy ▪ CUSD Transitional Programs, and High Schools *August 2016-June 2017 and ongoing	▪ Provide Information, guidance and support to the registration process financial aid entrance requirements, with students staff and parents, presentations to district parent committees and councils including the CUSD parent academy	$0	

8. District Liaisons serving English Learner students and families the Liaisons assist and refer students and families to appropriate resources to gain community and school access. They attend parent-teacher conferences and school activities to assist parents and students to gain knowledge and purpose of events.	▪ One Migrant Liaison Spanish, One 50% District Liaison Hmong ▪ Department of Supplemental Services ▪ CI&A Transition Services ▪ School and district councils and committees. And School Staff. *August 2016-June 2017 and ongoing	▪ Guidance and support for students and families ▪ Translations ▪ Additional Intervention Support • supplemental materials .	$60,000	Migrant

C. Required for Year 2	**Goal 2 Improvement Plan Addendum* (IPA) for items A-B:** **Please describe the factors contributing to failure to meet desired accountability measures.**
	Goal 2 IPA* for items A-B: **Please describe the factors contributing to failure to meet desired accountability measures.** Although the current CUSD Strategic Plan is strong in design and application, there are still challenges to be met CUSD. The Strategic Plan is continually revised reflecting district needs and targets. The district is planning to expand the ELD program to become more structured and consistent with the using of curriculum maps and pacing guides to ensure all students are receiving ongoing ELAD. The district was forced to reassign the ELD Teacher on Special Assignment {TSA) as well as other TSAs for other subject areas, due to budget challenges. In light of the current budget in the State of California, an increase in staffing to support and expand the current philosophy will alleviate some of the issues for the district

Please describe all required modifications to curriculum, program, and method of instruction.				
• Based on a comprehensive district analysis, site Principal Grade Level Expectations (PGLE) reports and common district assessments used to monitor language acquisition is not always adequate and is used in a variety of ways. Many times the common assessments are used in a subjective manner and evidence to support meeting the standard is not consistent. Benchmarks are administered as formative assessments, but teachers do not always use the information to reteach standards not mastered and adjust instruction. • The delivery of ELD across the district in inconsistent in terms of the time, materials, assessments used. There appears to be a gap in our secondary grades 7- 12.	Superintendent, Associate Superintendent, Administrators of Curriculum, Area Assistant Superintendents, Departments of Assessment, Supplemental Services and Special Education, site principals, TSA;s BTSA providers. Funding Resources: CUSD General fund, Funds, Title I, II, & III, Career Technical Education Grant(CTE), California Math and Science Partnership Grant (CAMP)			

(Row label: **D. Required for Year 4**)

- EL students remain at the intermediate CELDT level and Basic level on SBAC because they have not received standards based content with adequate accommodations for their ELD level. Students are challenged by the use of academic vocabulary in content classes. - EL students did not receive sufficient exposure to EO models in the content areas and were many times grouped by CELDT level thereby inhibiting their ability to support each other. - The district currently has a year-end monitoring process, however, it is not consistent and the data are not always used to the fullest potential in terms of student placement, funding, programs, and instruction. - The CUSD EL Master Plan was recently reviewed, revised and approved by the CUSD Governing Board (2015). The EL Master Plan needs to be shared and reviewed with all staff members for a better understanding and a more consistent approach to delivering ELD to our ELs. - Support schools in providing the daily instructional time for ELA, ELD, and mathematics per state frameworks in both core and intervention (intensive and strategic) programs to ensure full implementation. Monitor strategic use of allocated resources (human, fiscal, and technical) for alignment to student needs. - Provide district instructional and assessment calendars in ELA, ELD, and mathematics to ensure all students receive common grade- level/course instruction and conduct data analysis of common assessment results. This action will assist with the implementation of grade-level/course-alike meetings and common assessment initiatives.	

- Provide on-going professional learning to site administrators and instructional leaders to ensure full implementation in ELA, ELD, and mathematics for ELs, SEDs and Special Education students. Provide additional support to program improvement schools via support from the professional development department.

- Provide additional support to teachers new to the profession via BTSA. This action will assist with the implementation of intervention and differentiation to increase student learning. Monitor instructional strategies using the district "walk-through" model. In addition to the "walk-throughs", principals use both informal and formal classroom observations.

- District BTSA Teachers teamed with Title I schools to assist with professional training, coaching, and modeling activities.

- Provide instructional assistance and on-going support to teachers via district wide professional development, grade level roll outs, secondary task forces and PLCs and Area Initiatives. This support will assist teachers in deepening their knowledge about grade-level/course content and instructional delivery in ELA, ELD, and mathematics in both general and special education settings. This action will assist with the implementation of intervention, differentiation, and common assessments to inform instruction.

- Provide structured opportunities for all teachers including strategic and intensive intervention to collaborate regularly to analyze, discuss, and utilize the results of common assessments to guide student placement, instructional planning and lesson delivery, and progress monitoring in ELA, ELD, and mathematics under the guidance of school administrators within their PLCs, BTSA support providers, and grade-level roll-outs.

	• Ensure all sites utilize collaboration and/or vertical teaming practices on a regular basis through the use of PLCs, and/or department meetings. Implement training for teachers and administrators on protocols for data analysis. Ensure consistent monitoring for achievement using formative/summative assessments to differentiate targeted instruction. Schedule training for teachers and administrators to support effective teaching including: classroom management, questioning strategies, differentiation, time-management, checking for understanding strategies, corrective feedback, and lesson design.				

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	**Describe all allowable activities chosen by LEA relating to:** Supplementary services as part of the language instruction program for EL students 1. In addition to core Professional Development, ELD Coordinators, ELD Teachers, Bilingual Instructional Assistants, Instructional Assistants are receiving supplemental training to enhance instructional services, targeting long term English learners, and English Learner not progressing on CELDT, SBAC, and grade level standards.	▪ Director, Supplemental Services - ▪ District EL TSA- ▪ AVID TSA Site EL ▪ Coordinators ▪ Bilingual Instructional Assistants ▪ Instructional Assistants ▪ Transition Intervention Aides ▪ Program Technicians *August 2016- June 2017 and ongoing	▪ Consultant, ▪ Trainers ▪ Subs ▪ Supplememental materials ▪ workshops and conferences	$211,512	Title III

	2	Providing Private school equitable services to those who qualify and have submitted a letter of intent indicating participation in Title III EL, and immigrant program.	• Eligible Private Schools • Dept. Supplemental Services • CI&A • Professional Development • CUSD Teacher Center • Graphic Arts August 2015-July 2016	• Workshops conferences • Materials/ Supplies • Equitable Services • Guidance and support • Ongoing school and district Consultati-ons at least 3 times per year.	$1,576	Title III
	3	Provide supplemental materials and supplies to enhance instruction.	• Director Supplemental Services • District ELTSA	• Supplemen-tal materia-ls and sup-plies	$25,000	LCAP

F. EL Overall Budget	EL 2% for Administrative/Indirect Costs:	$4,340	
	EL Estimated Costs Total:	$213,088.00	
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Plan to Provide Services for Immigrant Students

Please complete this table IF the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	**Describe all allowable activities chosen by LEA relating to:** Enhanced instructional opportunities to immigrant students and their families • Intervention Teachers and Instructional Assistants provide additional support to immigrant students using supplemental instructional materials and supplies.	Intervention Teachers Intervention Instructional Assistants *August 2016-June 2017 and ongoing	Supplemental Materials and supplies.	$32,000	Title III Immigrant
	• In addition to core Professional Development, ELD Coordinators, ELD Teachers, Bilingual Instructional Assistants Instructional Assistants are receiving supplemental training to enhance instructional services, specifically for long term English learners, and EL's not progressing on CELDT, SBAC, and grade level standards.	Director, Supplemental Services - District EL TSA- AVID TSA - Site EL Coordinators- BIAs – IA's - Transition Intervention Aides - Program Technicians - *August 2016-June 2017 and ongoing	Consultant, trainers, subs, Supplemental materials, workshops and conferences	$80,000 $200,000	Title I LCAP
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs: $563			
		Immigrant Estimated Costs Total: $27,567			

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