

Title III Performance Goal 2 Update 2015-16

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 Title III Programs for Limited-English-Proficient (LEP) Students and Immigrants
 (Summarize information from district-operated programs and approved school-level plans)

Performance Goal 2 must include the following:		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1a: Describe the programs and activities to be implemented in accordance with Title III.	AESD provides designated and integrated support for English Learner (EL) students using an inclusive classroom model. Designated instruction is provided through Universal Access time.	Diana Tabet Coordinator of Curriculum and Instruction August/May	Substitute for training	\$35,000	Title III LEP
	1b: Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives (AMAOs).	<p>Monitor the progress of the program to support English Learners in attaining English language proficiency (AMAO 2).</p> <p>Identify Long Term English Learners (LTEL) and students at-risk of becoming LTELS. Implement research based recommendations to address the growing numbers of LTELS.</p> <p>Develop and implement data reports and training for teachers and administrators on LTEL identification, prevention and intervention.</p> <p>Identify and communicate an intervention placement protocol for LTELS and students at-risk of becoming LTELS (AMAO 2, cohorts 1 & 2).</p> <p>EL Coordinators from each site will attend training monthly to analyze EL data from their site so they can collaborate at their school sites.</p>	<p>Diana Tabet Coordinator of Curriculum and Instruction</p> <p>August/May</p> <p>Site Administrators August-May</p>	Substitutes for data disaggregation and analysis	\$12,000	Title III LEP

Title III Performance Goal 2 Update 2015-16

	<p>1c: Describe how the school sites will be held accountable for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> meeting the AMAOs <input type="checkbox"/> making adequate yearly progress for English Learners (ELs); <input type="checkbox"/> annually measuring English proficiency of ELs so that the students develop English proficiency while meeting State Academic content and student achievement standards; 	<p>Each site ensures daily ELD instruction and provides additional support for accessing content of the core curriculum. District and site administrators, teachers, and District Support staff monitor English proficiency using the CELDT. Academic growth is measured through CAASPP, and district diagnostic assessments in reading, and classroom assessments.</p>	<p>Diana Tabet Coordinator of Curriculum and Instruction Site Administrators August-May</p>	<p>No additional expenditures</p>	<p>No additional expenditures</p>	<p>N/A</p>
--	--	---	--	-----------------------------------	-----------------------------------	------------

Title III Performance Goal 2 Update 2015-16

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1d: Describe how the LEA will promote parental and community participation in programs for ELs.	All parents of EL students are invited to participate in site and district committees including but not limited to: LCAP Community Forums, parent/students surveys, ELAC, DELAC, District Advisory Committee, LCAP Advisory Committee, School Site Council, and/or PTA/PTO	Diana Tabet Coordinator of Curriculum and Instruction Site Administrators August-May	No additional expenditures	No additional expenditures	N/A
	2. Describe how the LEA will provide high quality language instruction based on scientifically based research. The effectiveness of the LEP programs will be determined by the increase in:	All K-8 teachers and administrators receive Research-based professional development with a focus on effective language instruction. Site administrators will monitor quality instruction utilizing research by Hattie, Marzano and Kinsella	Diana Tabet Coordinator of Curriculum and Instruction Site Administrators August-May	Substitute costs No additional expenditures	\$5,000 No add'l expenditures	Title III LEP N/A
	<ul style="list-style-type: none"> ▪ English proficiency; and ▪ Academic achievement in the core academic subjects 	Site administrators and teachers will monitor program effectiveness using the CELDT, CAASPP, and district diagnostic assessments in reading, and classroom assessments.	Site Administrators August-May	No additional expenditures	No add'l expenditures	N/A

Title III Performance Goal 2 Update 2015-16

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel that:</p> <ul style="list-style-type: none"> ▪ is designed to improve the instruction and assessment of LEP children; ▪ is designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; ▪ is 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; ▪ of sufficient intensity and duration to have a long term affect that will result in positive and lasting impact on teacher performance in the classroom. 	<p>All K-8 teachers,, and site administrators will receive research-based professional development to include but not limited to: Theory and instructional practices of ELD; language instruction; comprehensible input; using e-standards as a tool; scaffolding standards-based lessons; alternative methods of assessment.</p>	<p>Diana Tabet Coordinator of Curriculum and Instruction</p>	<p>Materials and Supplies</p>	<p>\$5000</p>	<p>Title III LEP</p>
		<p>K-8 teachers may participate in additional English language learner professional development provided by AESD PDC</p>	<p>AESD Professional Development Specialists August-May</p>	<p>P.D. Staff Substitute Teachers</p>	<p>\$4500</p>	<p>Title II Educator Effectiveness Program</p>
		<p>Site EL Facilitators will provide on-going support to site staff via mini-professional development sessions throughout the year.</p>	<p>Diana Tabet Coordinator of Curriculum and Instruction</p>	<p>No additional expenditures</p>	<p>No add'l expenditures</p>	<p>N/A</p>
		<p>Site administrators will monitor quality instruction utilizing research by Marzano, Hattie and Kinsella.</p>	<p>Site EL Coordinators August-May</p>	<p>No additional expenditures</p>	<p>No add'l expenditures</p>	<p>N/A</p>

Title III Performance Goal 2 Update 2015-16

Performance Goal 2 for LEAs receiving or planning to receive Title III LEP funding may include the following:	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source	
Allowable Activities	4. Upgrade program objectives, effective instruction strategies, curricula, instruction materials, educational software, and assessment procedures	<p>Program Specialist will analyze the AESD English Learner program to: Upgrade program objectives and outcomes; develop a comprehensive plan to integrate effective ELD instruction with ELA and content area instruction, materials, assessments, supplemental materials and technology.</p> <p>Administrative staff will attend professional development in order to make informed EL program decisions.</p>	<p>Diana Tabet Coordinator of Curriculum and Instruction</p> <p>Site Administrators August-May</p>	supplemental materials and technology	\$36,000	Title III LEP
	5. Provide: <ul style="list-style-type: none"> ▪ tutorials and academic or summer school for LEP students; and ▪ intensified instruction 	N/A			\$22,000	Title III LEP
	6. Develop and implement programs that are coordinated with other relevant programs and services	N/A				

Title III Performance Goal 2 Update 2015-16

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	7. Improve the English proficiency and academic achievement of LEP children.	Identify Long Term English Learners (LTEL) and students at-risk of becoming LTELs. Implement research based recommendations to address the growing numbers of LTELs. Develop and implement data reports and training for teachers and administrators on LTEL identification, prevention and intervention. Identify and communicate an intervention placement protocol for LTELs and students at-risk of becoming LTELs (AMAO 2, cohorts 1 & 2).	Diana Tabet Coordinator of Curriculum and Instruction Site Administrators August-May	ELD Support materials for 6-8 grades to help support LTEL's	\$25,000	Title III LEP
	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families to: <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. 	N/A	Diana Tabet Coordinator of Curriculum and Instruction Site Administrators August-May	ESL program for parents Literacy/ELD materials	\$5000 \$5000	Title III LEP Title III LEP

Title III Performance Goal 2 Update 2015-16

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	9. Improve the instruction of LEP children by providing for: <ul style="list-style-type: none"> ▪ The acquisition or development of educational technology or instructional materials ▪ Access to, and participation in, electronic networks for materials, training, and communication; and ▪ Incorporation of the above resources into curricula and programs. 	<p>If yes, describe:</p> <p>Purchase electronic tablets to facilitate communication and translate text and oral language.</p> <p>Purchase materials to support literacy and language development</p>	Diana Tabet Coordinator of Curriculum and Instruction	Purchase electronic tablets	\$2000	Title III LEP
	10. Other activities consistent with Title III.	<p>If yes, describe:</p>				
LEP Estimated Costs Total:						\$153,370
LEP ≤ 2% for Indirect Costs:						\$3,130

Title III Performance Goal 2 Update 2015-16