

**No Child Left Behind Act of 2001**

**LOCAL EDUCATION AGENCY PLAN**

**California Department of Education  
Specialized Programs Division  
1430 N Street, Suite 4309  
Sacramento, California 95814-5901**

**2015-16 Annual Update**

**LEA Plan Information:**

Name of Local Education Agency (LEA): **El Centro Elementary School District**

County/District Code: **13-63123**

Dates of Plan Duration: **July 1, 2015 to June 30, 2016 (to be updated annually)**

Date of local governing board approval:

District Superintendent: Jon LeDoux

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**Signatures** (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Jon LeDoux

Printed or typed name of Superintendent

Date

Signature of Superintendent

Patricia Dunnam

Printed or typed name of Board President

Date

Signature of Board President

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# **Part I**

## **Background and Overview**

### *Background*

*Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process*

*Development Process for the LEA Plan*

*LEA Plan Planning Checklist*

*Federal and State Programs Checklist*

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## ***Background***

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting three **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 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.**
- 3. By 2005-06 all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

### ***Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Coordinated Compliance Review Process***

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Categorical Program Monitoring (CPM).

Below is a brief description of the ways in which these various processes currently are used in California.

#### ***The Consolidated Application (ConApp)***

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in January of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

#### ***The Single Plan for Student Achievement (School Plan)***

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by school site councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are

required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

### ***The Local Education Agency Plan (LEA Plan)***

The approval of a Local Education Agency Plan is a requirement for receiving federal funding sub-grants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEA's will take to ensure that they meet certain ***programmatic*** requirements, including coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

### ***Federal Program Monitoring (FPM)***

State and federal law require California Department of Education to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. The Coordinated Compliance Reviews are conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

### ***Development Process for the LEA Plan***

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The Plan will be updated annually.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups.

The LEA Plan can be completed using the following recommended steps for plan development:

1. Obtain input. Seek the input of councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.).
2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.
4. Analyze current educational practices, professional development, staffing, and parental involvement. Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.
6. Review available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at [<http://www.cde.ca.gov>](http://www.cde.ca.gov). The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title III as well as for **school-operated programs** (including Title I, Parts A, School Improvement, Economic Impact Aid
7. Identify specific plans for improvement. For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.



8. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.
9. Monitor progress. To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.
10. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

You may use the checklist on the next page to indicate planning steps as they are completed.

## FEDERAL AND STATE PROGRAMS CHECKLIST

**Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.**

| Federal Programs |  | State Programs |  |
|------------------|--|----------------|--|
| √                | Title I, Part A  |                | EIA – State Compensatory Education   |
|                  | Title I, Part B, Even Start                                  |                | EIA – Limited English Proficient   |
|                  | Title I, Part C, Migrant Education                           |                | State Migrant Education  |
|                  | Title I, Part D, Neglected/Delinquent                        |                | School Improvement   |
| √                | Title II, Part A, Subpart 2, Improving Teacher Quality       |                | Child Development Programs   |
|                  | Title II, Part D, Enhancing Education Through Technology     |                | Educational Equity   |
| √                | Title III, Limited English Proficient                        | √              | ASES   |
| √                | Title III, Immigrants  |                | Gifted and Talented Education  |
|                  | Title IV, Part A, Safe and Drug-Free Schools and Communities |                | Tobacco Use Prevention Education (Prop 99)   |
|                  | Title V, Part A, Innovative Programs – Parental Choice       |                | Immediate Intervention/ Under performing Schools Program   |
|                  | Adult Education  |                | School Safety and Violence Prevention Act (AB1113, AB 658)   |
|                  | Career Technical Education                                   |                | Tenth Grade Counseling   |
|                  | McKinney-Vento Homeless Education                            |                | Healthy Start  |
| √                | IDEA, Special Education                                      |                | Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65) |
|                  | 21 <sup>st</sup> Century Community Learning Centers          |                | Other (describe): Instructional Materials Fund Realignment Program (IMFRP)                         |
|                  |  |                | Other (describe): Community Based English Tutoring (CBET)  |
|                  |  |                | Other (describe):  |

## DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2015-16

Please complete the following table with information for your district.

| Programs   | 2014-15<br>District<br>Carryovers<br>Estimates | 2015-16<br>District<br>Entitlements<br>Estimates | 2015-16<br>Direct Services<br>to Students<br>at School<br>Sites (\$) | 2015-16<br>Direct Services<br>to Students<br>at School<br>Sites (%) |
|--|--|--|--|---|
| Title I, Part A  | \$165,000                                      | \$1,952,463.                                     | \$1,164,605.   | 55%   |
| Title I Part C, Migrant Education                        | 0  | 0  | 0  | 0   |
| Title II Part A, Subpart 2, Improving Teacher Quality    | 0  | \$393,343.                                       | 375,131.   | 95.37%  |
| Title II, Part D, Enhancing Education Through Technology | 0  | 0  | 0  | 0   |
| Title III, Limited English Proficient                    | \$31,770                                       | \$223,306  | \$218,927  | 98%   |
| Title III, Immigrant                                     | \$0  | \$13,345   | \$13,083   | 98%   |
| IDEA, Special Education                                  | 0  | \$992,921.                                       | \$992,921.   | 100%  |
|  |  |  |  |   |
|  |  |  |  |   |
|  |  |  |  |   |
|  |  |  |  |   |
|  |  |  |  |   |
|  |  |  |  |   |
| <b>TOTAL</b>   |  |  |  |   |

## DISTRICT BUDGET FOR STATE PROGRAMS 2015-16

Please complete the following table with information for your district.

| Categories  | 2014-15<br>Prior Year<br>District<br>Carryovers | 2015-16<br>Current Year<br>District<br>Entitlements | 2015-16<br>Current Year<br>Direct Services<br>to Students<br>at School<br>Sites (\$) | 2015-16<br>Current Year<br>Direct Services<br>to Students<br>at School<br>Sites (%) |
|---|---|---|--|---|
| EIA – State Compensatory Education  | 0   | 0   | 0  | 0   |
| EIA – Limited English Proficient  | 0   | 0   | 0  | 0   |
| ASES  | 0   | \$1,115,295.  | \$948,001.   | 85%   |
| Child Development Programs  | 0   | 0   | 0  | 0   |
| Educational Equity  | 0   | 0   | 0  | 0   |
| Gifted and Talented Education   | 0   | 0   | 0  | 0   |
| Tobacco Use Prevention Education – (Prop. 99)   | 0   | 0   | 0  | 0   |
| High Priority Schools Grant Program (HPSG)  | 0   | 0   | 0  | 0   |
| School Safety and Violence Prevention Act (AB 1113)   | 0   | 0   | 0  | 0   |
| Tenth Grade Counseling  | 0   | 0   | 0  | 0   |
| Healthy Start   | 0   | 0   | 0  | 0   |
| Dropout Prevention and Recovery Act: School-based Pupil<br>Motivation and Maintenance Program (SB 65) | 0   | 0   | 0  | 0   |

## Part II

### The Plan

#### *Needs Assessment*

The passage of NCLB imposes a number of significant new requirements on LEA's as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving student **academic performance, professional development and hiring, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

#### Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

#### Professional Development and Hiring

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.
- Refer to CMIS addendum for specifics of HQT

#### School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). All schools turn in a Safe School Plan every year. The district also has an emergency preparedness plan that pertains to all district personnel.

### ***Descriptions – District Planning***

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

### ***District Profile***

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district in order to provide background and a rationale for the descriptions included in the LEA Plan.

El Centro, located in southeast California, is the county seat of Imperial County. The city is geographically isolated and is 215 miles southeast of Los Angeles, 115 miles east of San Diego, and 14 miles from the Mexican border city of Mexicali. Compared with other areas in California, Imperial County's population is extremely poor. The labor force of Imperial County works primarily in agriculture, wholesale and retail trade, government, and service industries.

The El Centro Elementary School District consists of eight elementary schools, One Kinder- eighth, and two junior high schools (7-8). Within the district there are approximately 215 certificated (K-8) teachers. The student population of over 5,000 is predominately Hispanic (93.7%) but also includes Caucasian (5%), African American (2%), Asian (1%),. All schools qualify for School-wide Title I services based on family poverty levels and ten out of eleven schools have over 50% of the student population identified as low income. In addition to the 41.6% of the student population designated as English Learners, more than 65% qualify for Title I, and 11% participate in the State Migrant Education Program. Due to low family incomes, 77% of the district students receive free/reduced lunches.

As Of: 5/14/2015

School: ALL

LEA:

El Centro Elementary

**1.17 - FRPM/English Learner/Foster Youth - Count**

| Non-Charter School(s)    |   |                  |  |                      |              |                      |                      |                                       |                         |                                     |                               |   |
|--------------------------|---|------------------|--|----------------------|--------------|----------------------|----------------------|---------------------------------------|-------------------------|-------------------------------------|-------------------------------|---|
|                          |   |                  | Free/Reduced Meal Eligibility Counts Based On: |                      |              |                      |                      |                                       |                         |                                     |                               |   |
| School Code              | School Name                                       | Total Enrollment | Reduced Meal Program: 181/182                  | Foster Placement (1) | Homeless (2) | Migrant Program: 135 | Direct Certification | Unduplicated Free/Reduced Meal Counts | EL Funding Eligible (3) | Unduplicated FRPM/EL Eligible Count | Foster Family Maintenance (1) | Unduplicated FRPM/EL/Foster Youth Total (4) |
| 6008411                  | <a href="#">De Anza Magnet</a>                    | 467              | 218  | 2                    | 0            | 19                   | 100                  | 256                                   | 138                     | 291                                 | 0                             | 291   |
| 6008429                  | <a href="#">Desert Garden Elementary</a>          | 334              | 203  | 4                    | 2            | 33                   | 145                  | 252                                   | 173                     | 290                                 | 0                             | 290   |
| 6008437                  | <a href="#">Harding Elementary</a>                | 537              | 338  | 3                    | 4            | 50                   | 215                  | 396                                   | 307                     | 456                                 | 1                             | 456   |
| 6008445                  | <a href="#">Kennedy Middle</a>                    | 374              | 251  | 1                    | 2            | 57                   | 174                  | 316                                   | 177                     | 342                                 | 0                             | 342   |
| 6008452                  | <a href="#">Lincoln Elementary</a>                | 368              | 254  | 2                    | 0            | 43                   | 223                  | 324                                   | 236                     | 349                                 | 1                             | 349   |
| 6008460                  | <a href="#">Margaret Hedrick Elementary</a>       | 521              | 308  | 1                    | 0            | 19                   | 180                  | 350                                   | 206                     | 401                                 | 0                             | 402   |
| 6108823                  | <a href="#">Martin Luther King Jr. Elementary</a> | 437              | 304  | 4                    | 2            | 72                   | 205                  | 365                                   | 260                     | 405                                 | 1                             | 406   |
| 6008478                  | <a href="#">McKinley Elementary</a>               | 396              | 262  | 0                    | 1            | 42                   | 217                  | 333                                   | 253                     | 368                                 | 0                             | 368   |
| 6113658                  | <a href="#">Sunflower Elementary</a>              | 445              | 224  | 2                    | 1            | 19                   | 116                  | 258                                   | 173                     | 312                                 | 0                             | 312   |
| 6008486                  | <a href="#">Washington Elementary</a>             | 435              | 296  | 10                   | 5            | 68                   | 255                  | 374                                   | 281                     | 408                                 | 2                             | 408   |
| 6008494                  | <a href="#">Wilson Jr. High</a>                   | 669              | 400  | 6                    | 0            | 73                   | 247                  | 480                                   | 197                     | 513                                 | 0                             | 513   |
| TOTAL - Selected Schools |   | 4983             | 3058   | 35                   | 17           | 495                  | 2077                 | 3704                                  | 2401                    | 4126                                | 5                             | 4127  |

| Charter School(s)        |   |  |                                      |                      |              |                      |                      |  |                         |                                     |                               |   |
|--------------------------|---|--|--------------------------------------|----------------------|--------------|----------------------|----------------------|--|-------------------------|-------------------------------------|-------------------------------|---|
|                          |   | Free/Reduced Meal Eligibility Counts Based On: |                                      |                      |              |                      |                      |  |                         |                                     |                               |   |
| School Code              | School Name                                 | Total Enrollment                               | Free & Reduced Meal Program: 181/182 | Foster Placement (1) | Homeless (2) | Migrant Program: 135 | Direct Certification | Total Unduplicated Eligible Free/Reduced Meal Counts | EL Funding Eligible (3) | Unduplicated FRPM/EL Eligible Count | Foster Family Maintenance (1) | Unduplicated FRPM/EL/Foster Youth Total (4) |
| 0122663                  | <a href="#">Imperial Valley Home School</a> | 88   | 0                                    | 0                    | 0            | 0                    | 12                   | 12   | 6                       | 17                                  | 0                             | 17  |
| TOTAL - Selected Schools |   | 88   | 0                                    | 0                    | 0            | 0                    | 12                   | 12   | 6                       | 17                                  | 0                             | 17  |
| TOTAL LEA                |   | 5071   | 3058                                 | 35                   | 17           | 495                  | 2089                 | 3716   | 2407                    | 4143                                | 5                             | 4144  |

This report includes students with Primary and Short Term enrollment in grade levels K through 12 only. Students enrolled in Adult Education Schools are not included in this report.

Students with multiple qualifying records as of Fall 1 Census Day are counted only once. A student with qualifying enrollments in more than one LEA on Census Day is counted in each LEA.

(1) Foster Placement students are eligible for Free Meals; Foster Family Maintenance students are not necessarily eligible for Free Meals but are counted as part of LCFF qualifying population.

(2) Homeless counts are based on Education Program record with an Education Program Membership Code 191 (Homeless).

(3) For funding, Eligible English Learners are students with an English Language Acquisition Status of 'EL' on Fall 1 Census Day.

(4) FRPM/EL/Foster Youth Total will always equal enrollment count for Juvenile Court schools



The district is gearing up for Common Core Standards implementation. Over the last few years the El Centro Elementary School District has worked diligently toward aligning instruction and assessment with the state academic standards. Now we find we are beginning the process once more. Although the standards have changed the materials we currently have are allowable. We have received one-time funds to upgrade technology for the smarter balance assessments, and to offer professional development to teachers about CCSS. This year we have new administrators who will need to undergo the 2-year administrative training that is now currently not offered at our County Office of Ed. We will need to investigate what is being offered for our administrators. Currently new administrators are driving to San Diego to take courses to complete their training. Reading Resource teachers are available at all school sites to assist with curriculum, assessment, and strategy implementation and to provide modeling of lessons and/or strategies, when needed. Reading Resource Teachers provide on-going professional development to certificated staff. A minimum of 40% of their time is dedicated to professional development.

The Family and Community Together (FACT) Center is a Family Resource Center created for the students and families in the El Centro Elementary School District. It was originally funded by grants from The San Diego Foundation's Weingart-Price Fund and The California Endowment, as well as subsequent funding through Imperial County Children and Families First Commission (ICCFEC). The current funding through ICCFEC is designed to address the needs of children 0-5 and their families. The overarching goal of the FACT Center is to assist and link families in obtaining comprehensive community services, resources, education and information. The center is located adjacent to McKinley Elementary School, and within the northern section of El Centro. The location allows families to obtain services with ease, and has increased communication between parents, children, and the community.

The El Centro Elementary School District provides supplemental instructional services to Migrant students most at risk in the areas of reading, language arts, English Language Development, and mathematics. Migrant After School Teachers and instructional aides work with students with the greatest needs at the school sites in a small group setting. Migrant students in need of health services are referred to the regional office's Community Liaison for vision, dental, and community resources services as needed. Since we are not directly funded, we submit our District Service Agreement to the Regional Office at the Imperial County Office of Education.

The District has adopted a coordinated system for the education of homeless children and youths. These services are provided to children and youths living in homeless situations in order to provide comparable services offered other students in the school. This includes transportation services, educational services in which the child meets eligibility criteria, such as Title I or similar state or local programs, educational programs for children with disabilities, and educational program for children with limited English proficiency. In addition, programs in vocational or technical education, programs for gifted and talented students, school nutrition programs, and before and after school programs. School site Title I funds will be used to provide educationally related support services to homeless children and youth, both in school and outside of school, and to remove barriers that prevent regular attendance. The district Homeless Liaison is also available to ensure that the rights of homeless children and youths are adhered to, and provides referrals to needed services. The County Office of Education has now begun to work with the District Liaison to coordinate services.

El Centro Elementary School District's Gifted and Talented Education Program provides identified students with challenging experiences and an enriched standards-based curriculum based on identified needs of intellectually gifted children. The goal of the District's GATE program is to develop within each student a desire for excellence and achievement with a sense of individual responsibility to the school, the community, and to a changing society. Students served in the program are those who can think deeply in abstraction, generalize, solve complex problems, and discern unusual and diverse relationships among ideas. The program supports a long-term community service enrichment project through the mini-grant process. This program is now hosting a Young Scholars Program within the GATE structure. This program will be offered to all GATE students 4-8. This is a 4-tiered program. Each tier of the program builds on the previous tier. The tiers are Depth (knowledge), Complexity (integration), Novelty (application), and Teaching (mentoring).

El Centro has 10 ASES school sites that offer both academic and enrichment programs after school. The ASES program is aligned with, and not a repeat of, content of regular school day and extended learning opportunities. It includes an educational literacy element and educational enrichment elements. The educational literacy element allows for tutoring and homework assistance. The enrichment elements include visual and performing arts, music, physical activity including sports teams, and community service learning.

The Science, Technology, Engineering, and Math (STEM) Center is based upon five essential elements: High Quality Curriculum, Sustained Professional Development, Dependable Material Support, Strong Administrative and Community Backing, and a Comprehensive Assessment and Evaluation Plan. Twenty-seven hands-on science units from four different publishers comprise the science curriculum for grades Kindergarten through eighth. Each unit takes from eight to ten weeks to complete. Units were selected to ensure a balanced curriculum of Life, Earth/Space, and Physical Science as well as a continuum of content knowledge and skills reinforced throughout the elementary years. Units have been aligned to CA state standards. Beginning in 2014-15, new kits have been created to be aligned to Next Generation Science Standards.

Using the district text and state frameworks, curriculum is narrowed and prioritized. Selected standards are put into semesters, trimesters, or quarters for pacing and connected to district assessments. The district has just adopted a math program that aligns to common core standards and is purchasing bridge materials for ELA until the adoption of a new set of materials.

## **EL CENTRO ELEMENTARY SCHOOL DISTRICT**

### **VISION**

ECESD offers a premier educational experience with innovative, exciting, high quality academic programs that prepare each student to successfully pursue the opportunities of life.

### **MISSION**

To ensure each student reaches exceptional academic achievement every day.

### **STRATEGIC GOALS**

#### **A. Conditions of Learning:**

1. Ensure students have access to common core materials in English Language Arts, Math, Science, and Social Studies through the use of state adopted and district-created materials, increased use of and access to technology, and a broad course of study in grades K-8 to include the arts and foreign languages (LCAP Goals 1, 3, and 6).
2. Ensure all schools provide an attractive and safe environment that is conducive to learning as evidenced by the Facilities Inspection Tool (LCAP Goal 4).
3. The District will maintain a fiscally sound, balanced budget with sufficient cash flow to meet its financial obligations and to ensure all district facilities and schools have adequate resources (LCAP Goals 1-9).

#### **B. Pupil Outcomes:**

1. An increasing number of English Learners will make annual progress in learning English.
  - By September 2018, the percentage of English Learners who improve performance bands will increase from 47.2% to 64.5% as measured by the CELDT assessment (LCAP Goal 9).
  - By September 2018, the percentage of English Learners in 5 years of language instructional programs attaining English language proficiency will increase 35.3% to 55%.
2. Improve student academic achievement in the areas of English Language Arts, Math, Science, and Social Studies as measured by state and local assessments (LCAP Goal 9).
3. Eighth grade students will be prepared for and appropriately placed in rigorous coursework in High School as evidenced by class placement and high school graduation data (LCAP Goal 8).

4. Close the achievement gap between all students and significantly disadvantaged students, including Foster Youth, English Learners, and Special Education students, as measured by state and local assessments (LCAP Goal 9).

**C. Engagement:**

1. Ensure all schools engage students in active learning as evidenced by an increase in attendance and decrease in discipline referrals (LCAP Goals 2 and 5).
2. All schools will promote a safe, drug-free, and bully-free environment (LCAP Goal 2).
3. Increase parent participation and engagement at all schools as evidenced by an increase in parent/guardian attendance at district and site-based parent trainings, meetings, and events and by parent surveys (LCAP Goal 7).

**CORE VALUES**

**Equity:** Provide a quality education, set the same standards of achievement for each student and be responsible and accountable for each student's success.

**Communications:** Maintain open lines of communication with the school community and take steps to allow each stakeholder to have a voice in the decision-making process by encouraging and respecting divergent thinking.

**Achievement:** All students are expected to master and attain proficiency of grade level State standards.

**Belonging:** Create a sense of belonging and ownership for our school community members.

**Safety:** Maintain a safe, attractive, drug-free environment conducive to learning.

**Transparency:** Openly share information so that stakeholders can fully understand the actions taken by the school district.

**Performance Goal 1:** *Using the 2015 SBAC data as a baseline, El Centro Elementary School District will show an all student growth of 10% on the 2016 SBAC. This growth will be indicated on the percentage of students who achieve a proficiency level of “meeting standards” or “exceeding standards” in English Language Arts and Mathematics.*

**Performance Goal 2:** *Using the 2015 SBAC data as a baseline, El Centro Elementary School District will show an “English Learner” growth of 10% on the 2016 SBAC. This growth will be indicated on the percentage of students who achieve a proficiency level of “meeting standards” or “exceeding standard’s” in English Language Arts and Mathematics.*

### LEA Action Plan

| Activity  | Timeline/Person Responsible  | Materials Needed to Accomplish Activity  | Anticipated Cost   | Funding Source         | Rationale  |
|---|--|--|--|------------------------|--|
| Alignment to Standards:   |  |  |  |                        |  |
| The district will continue to provide recently adopted text materials for Mathematics and supplemental materials for English Language Arts and Social Studies | Ed Services  | ELA, Math, History and Science materials   | Replacement of lost materials<br>Additional Text Books to accommodate shifts in grade level enrollment | Site funds<br><br>LCFF | <b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.<br>Tools Used:<br>APS (1.1,1.21.3,1.4) |
| The district will continue to familiarize the stakeholders on the ELD Next Generation Standards and will implement a professional development plan.           | Principals<br>Teachers<br>Reading Coaches<br>ELL/Migrant Coordinator | Information Materials & supplies<br>Instructional Materials<br>Subs for participants<br>Teachers’ salaries | \$13,000   | Title III LEP          | <b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.<br>Tools Used:<br>APS (1.1,1.21.3,1.4) |

| <b>Activity</b>   | <b>Timeline/Person Responsible</b>  | <b>Materials Needed to Accomplish Activity</b>                              | <b>Anticipated Cost</b> | <b>Funding Source</b> | <b>Rationale</b>   |
|---|---|---|-------------------------|-----------------------|--|
| The district will meet with Reading Coaches and ELA Lead teachers to continue to align the current ELA Bridge Materials to the California Content Standards (CCSS).   | Educational Services- Meet with Reading Coaches and ELA Lead Teachers. Reading Coaches will meet with grade levels on a quarterly basis to advise teachers of these revisions and seek input. | Curriculum Outlines, TE, Bridge Materials– food for working lunches. Copies | \$500                   | LCFF                  | <b>EP C 3:</b> Use of an annual district instructional/ assessment pacing guide for all grades. Documented to be in use and supports strategic and intensive interventions. Tools Used: APS, DAS A.4; B.1, B2, B.4 |
| The district supports the Science, Technology, Engineering, and Math Center to enhance lab activities for all four types of science. The STEM Center also monitors the implementation and integration of Educational Technology. The Science Center maintains kits that are used in classrooms for hands-on science experiment activities and the Science Center also supports the ASES and Migrant Programs. | STEM Coordinator/ ongoing   | Professional Development Kit material replacement STEM Kit                  | 120,000                 |                       | <b>EP C 3:</b> Use of an annual district instructional/ assessment pacing guide for all grades. Documented to be in use and supports strategic and intensive interventions   |

| <b>Activity</b>   | <b>Timeline/Person Responsible</b>   | <b>Materials Needed to Accomplish Activity</b> | <b>Anticipated Cost</b> | <b>Funding Source</b> | <b>Rationale</b>   |
|---|--------------------------------------|--|-------------------------|-----------------------|--|
| Master schedule prevents pull-out during core instruction | Special Education Services Principal | Reading instructional materials                | N/A                     | N/A                   | <b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners.<br>Tools Used:<br>APS DAS A.4, B.2, B3, B.4 |

**Improvement of Instructional Strategies and Materials:**

|   |   |  |  |               |   |
|---|---|--|--|---------------|---|
| The district will provide support for Reading Coaches, Principals and ELD lead teachers to support access to common core and integrate ELD standards across curriculum (integrated and designated ELD)                                      | Reading Coaches and Principals at all sites<br>Ed. Services Staff<br>ELD Lead Teachers<br>ELL/Migrant Coordinator | Common Core Support for English Learners | \$11,000 for substitutes and materials | Title III LEP | <b>EPC 6:</b> Implementation of on-going instructional assistance and support for ELA, and mathematics through the use of content experts, specialists and instructional coaches. They support teachers in the classroom by deepening their knowledge about content and delivery of instruction.<br>Tools Used:<br>APS, DAS (A.2) |
| The district will conduct ongoing monitoring of English Learner instructional strategies. These include close reading and the California Reading and Literature Project instructional strategies to provide ELs with access to common core. | Principals at all sites<br>Ed. Services Staff<br>ELL/Migrant Coordinator  | Supplementary instructional materials    | \$11,402                               | Title III LEP | <b>DAS:</b> LEA focused on student learning and sets priorities based on student achievement, including ELs, SWD and all other high priority students.<br>Tools Used:<br>APS, DAS (A.2)   |

| <b>Activity</b>   | <b>Timeline/Person Responsible</b>                                    | <b>Materials Needed to Accomplish Activity</b>   | <b>Anticipated Cost</b>                      | <b>Funding Source</b> | <b>Rationale</b>  |
|---|---|--|--|-----------------------|---|
| Provide supplemental materials to support EL instruction to gain/improve English Language Proficiency for long-term English Learners and Newcomers including formative assessments.   | Educational Services. Reading coaches Principals Teachers             | Supplementary materials and supplies<br><br>Supplementary formative assessments  | \$11,000<br><br>\$14,000                     | Title III LEP         | <b>DAS:</b> LEA focused on student learning and sets priorities based on student achievement, including ELs, SWD and all other high priority students.<br>Tools Used:<br>APS, DAS (A.2) |
| The district will support the needs of the Dual Immersion and Bilingual Programs. The goal will be to provide opportunities for Biliterate, Bilingual, and Bicultural students. Materials will need to be purchased to supplement the current classrooms. | Educational Services. Coach, Principal and teachers (K-2)             | Spanish Materials  | \$13,000                                     | Title III LEP         | <b>DAS:</b> LEA focused on student learning and sets priorities based on student achievement, including ELs, SWD and all other high priority students.<br>Tools Used:<br>APS, DAS (A.2) |
| The district implements the Migrant District Service Agreement (Refer to DSA)   | ELL/Migrant Coordinator Counselor Teachers Principals Reading Coaches | ELA & Math Regular Curriculum Supplementary Materials Snacks for students Teachers and instructional aides salaries for supplementary after school programs. | \$379,210                                    | Migrant Funds         | <b>DAS:</b> LEA focused on student learning and sets priorities based on student achievement, including ELs, SWD and all other high priority students.<br>Tools Used:<br>APS, DAS (A.2) |
| Regular School year migrant after school program and activities implementation  |   | ELA & Math Regular & Supplementary Materials Snacks for students   | Refer to Migrant District Service Agreement. | Migrant Funds         | <b>DAS:</b> LEA focused on student learning and sets priorities based on student achievement, including ELs, SWD and all other  |



| Activity  | Timeline/Person Responsible                         | Materials Needed to Accomplish Activity  | Anticipated Cost                             | Funding Source | Rationale   |
|---|---|--|--|----------------|---|
| Program Improvement:<br>For all school doing the Corrective Action Plan or implementing and Alternative Governance Plan, the use of the master schedule to assure tiered interventions during the school day. | District DSLT team, Principals and leadership teams | Schedules, and monitoring tools  | N/A  | N/A            | <b>EP C 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners.<br>Tools Used:<br>APS, DAS A.5, |
| <u>School Readiness</u><br>Migrant families and their children work together (20 family literacy sessions).   | Teachers<br>ELL/Migrant Coordinator                 | School Readiness Curriculum Materials & Supplies<br>Snacks<br>Teachers' salaries | Refer to Migrant District Service Agreement. | Migrant Funds  | <b>DAS:</b> LEA focused on student learning and sets priorities based on student achievement, including ELs, SWD and all other high priority students.<br>Tools Used:<br>DAS A.2, A.5, B.2  |

**Professional Development:**

|  |   |  |   |               |  |
|--|---|--|---|---------------|--|
| Three buy-back days of professional development based on teacher needs assessment    | District administration, principals, and teachers/ annually                 | Teachers' salary X 3 days                                | \$300,000   | Title II      | <b>EP C 5:</b> Fully credentialed, highly-qualified teachers, per ESEA and professional development on SBE instructional materials |
| Content experts, teacher leaders, and reading coaches will guide ELD teachers in the | ELL/Migrant Coordinator<br>Principals<br>Teacher Leaders<br>Reading Coaches | Training materials<br>supplementary materials<br>Binders | Cost already included in the alignment to standards under ELD next generation | Title III LEP | <b>EP C 6:</b> Implementation of on-going instructional assistance and support for ELA, and mathematics                            |

| <b>Activity</b>  | <b>Timeline/Person Responsible</b>   | <b>Materials Needed to Accomplish Activity</b>                           | <b>Anticipated Cost</b> | <b>Funding Source</b> | <b>Rationale</b>   |
|--|--|--|-------------------------|-----------------------|--|
| understanding of the ELD next generation standards, the ELD framework and the importance of language across curriculum.  | Content Experts/Trainers/Speakers  |  | standards               |                       | through the use of content experts, specialists and instructional coaches. They support teachers in the classroom by deepening their knowledge about content and delivery of instruction |
| The district will team up with ICOE to supplement the LEA ELD Next Generation professional development (PD). Imperial County Office of Education (ICOE) and the LEA meet to discuss and provide professional development for teachers, administrators, and reading coaches (MOU). The Trainers of Trainer's model (TOT) will build capacity within the district. The importance of incorporating English Learner research-based strategies in daily lessons is stressed. | Principals<br>Teachers<br>EL Coordinator<br>Educational Services Administration<br>ICOE Curriculum Personnel | ELD Next Generation Standards aligned supplementary curriculum materials | \$15,000                |                       | <b>DAS:</b> LEA focused on student learning and sets priorities based on student achievement, including ELs, SW/D and all other high priority students.                                  |
| The use of Reading Resource teachers at each site for the support teachers through modeling and demonstrations of  | The site principal, Reading Resource Teacher, grade level Teachers School Service Coordinator                | Planning material, meeting time  | \$300,722               | Title I               | <b>EPC 6:</b> Implementation of on-going instructional assistance and support for ELA, and mathematics through the use of content experts, specialists and instructional coaches.        |

| <b>Activity</b>  | <b>Timeline/Person Responsible</b>                        | <b>Materials Needed to Accomplish Activity</b>                             | <b>Anticipated Cost</b>   | <b>Funding Source</b>   | <b>Rationale</b>   |
|--|---|--|---|---|--|
| instructional strategies, lesson study and planning.   |   |  |   | monitored by coaches logs   | They support teachers in the classroom by deepening their knowledge about content and delivery of instruction  |
| The district supports the STEM Center training for teachers who need to learn how to use the kits. The trainings for the kits are offered. Training is also offered to support ASES tutors and Migrant/ELL instructors. The district supports the STEM Center Coordinator/Coach to train teachers and support teachers in the classroom by observing and providing feedback on a regularly scheduled calendar. | STEM Coordinator  | Training Materials, monitoring tools, training days                        | \$31,000  | Title II<br><br>The district pays a portion of the coordinator's salary out of Title II to cover the cost of PD | <b>EPC 6:</b> Implementation of on-going instructional assistance and support for ELA, and mathematics through the use of content experts, specialists and instructional coaches. They support teachers in the classroom by deepening their knowledge about content and delivery of instruction<br><b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform |
| The district will support the needs of the Dual Immersion Program by supporting the PD needs of teachers   | Educational Services. Coach, Principal and teachers (K-2) | Specific Dual Immersion training for new teachers and existing DI teachers | \$10,000<br>Travel and three teachers to attend the GLAD Training | Title II  | <b>EPC 5:</b> Fully credentialed, highly-qualified teachers, per ESEA and professional development on SBE instructional materials  |
| The district focus to create professional learning communities   | Superintendent, principals and site leadership teams      | Refreshments, copies and other materials                                   | \$60,000<br>Committee Work  | Title II  | <b>EPC 8:</b> Implementation of structured teacher collaboration for all ELA, ELD and math teachers  |

| <b>Activity</b>  | <b>Timeline/Person Responsible</b>   | <b>Materials Needed to Accomplish Activity</b> | <b>Anticipated Cost</b> | <b>Funding Source</b> | <b>Rationale</b>  |
|--|--|--|-------------------------|-----------------------|---|
| (PLC) cycles at each site for each unit of study will continue to be implemented at school grade level planning meetings. Coaches will lead quarterly meetings and the focus for the year will be the continued implementation of the California Standards. The goals will be monitored through the use of the strategic plan and the quarterly benchmark reports. |  |  |                         |                       | <p>facilitated by principal. The one-two hours(s) collaboration is to allow teachers to analyze, discuss and utilize the results of the assessment system to guide placement, plan instruction and delivery, and progress monitor.</p> <p><b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform</p> |
| Response to Intervention –The committee will focus on refining Tier I intervention systems and creating a comprehensive assessment system utilizing the new assessment system and curriculum based on the  | RtI Committee, reading coaches, principals, School Support Service Coordinator | RtI materials<br>Professional Reading          | \$50,000                | Title II              | <p><b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for</p>   |

| <b>Activity</b>   | <b>Timeline/Person Responsible</b>   | <b>Materials Needed to Accomplish Activity</b> | <b>Anticipated Cost</b>                      | <b>Funding Source</b> | <b>Rationale</b>   |
|---|--|--|--|-----------------------|--|
| California Standards.<br>The Behavior Rtl committee will meet to research and adopt a district-wide behavior program that promotes positive behavior. The committee will continue their work with the Positive Behavior Intervention System                     |  |  |  |                       | every student.<br><b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress.   |
| ELA/ELD adoption committees will meet to review the adoption materials and strategies.  | ELA adoption Committee, Director of Ed. Services   | Meeting materials, research materials          | \$15,600<br>(13 teachers X 5 days X 6 hours) | Title II              | <b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include U.A. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.   |
| Bi-monthly training for Reading Resource Teachers and principals will continue to help support their efforts in the areas of planned data analysis, unpacking standards and the implementation of the California Standards including the new assessment system. | School support Coordinator, Associate Superintendent, principals and Reading Resource Teachers | Meeting materials, research materials,         | \$5,000                                      | Title II              | <b>EPC 8:</b> Implementation of structured teacher collaboration for all ELA, ELD and math teachers facilitated by principal. The one-two hour(s) collaboration is to allow teachers to analyze, discuss and utilize the results of the assessment system to guide placement, plan instruction and delivery, and progress monitor. |

| <b>Activity</b>   | <b>Timeline/Person Responsible</b>  | <b>Materials Needed to Accomplish Activity</b>   | <b>Anticipated Cost</b> | <b>Funding Source</b> | <b>Rationale</b>  |
|---|---|--|-------------------------|-----------------------|---|
| Researched-based instructional intervention strategies (training to support teachers) | Associate Superintendent of Educational Services, site principals, consultants, and teachers/ ongoing | Presenter fees and materials, Stipends and/or substitutes, and/or cost of professional development | \$40,000 Site Cost      | Various school sites  | <b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.<br><b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners. |
| All new teachers will participate in BTSA, which focuses on standards                 | New teachers/as needed<br>No new teachers this year.  | BTSA In-kind match/stipends  | \$3000 (2 anticipated)  | General Fund          | <b>EPC 5:</b> Fully credentialed, highly-qualified teachers, per ESEA and professional development on SBE instructional materials   |
| Highly Qualified Teachers   | See appendix for CMIS, action plan for HQT  | Courses, materials, test prep, and test cost   | \$1000                  | Title II              | <b>EPC 5:</b> Fully credentialed, highly-qualified teachers, per ESEA and professional development on SBE instructional materials   |
| Professional Development for VAPA and Health teachers                                 | Director of Ed Services   | Materials for training   | \$14,400                | Title II              | <b>EPC 5:</b> Fully credentialed, highly-qualified teachers, per ESEA and professional development on SBE instructional materials   |

| <b>Activity</b>  | <b>Timeline/Person Responsible</b>  | <b>Materials Needed to Accomplish Activity</b>  | <b>Anticipated Cost</b>       | <b>Funding Source</b> | <b>Rationale</b>  |
|--|---|---|-------------------------------|-----------------------|---|
| New site and district administrators will participate in the Tier II Administrative Credential Program offered by SDCOE  | SDCOE<br>New Administrators<br>Director of Educational Services<br>Associate Superintendent | Program Costs                                   | 10,000                        | Title II              | <b>EPC 3:</b> School Administrator Training Program- Assembly Bill (AB) 430 (Chapter 364, Statutes 2005) on SBE-adopted instructional materials   |
| <b>Interventions</b>   |   |   |                               |                       |   |
| Math (Houghton Mifflin Harcourt) and ELA Bridge Materials (Common Core Standards Plus and Ready Common Core) contain intervention materials that are used to support the intensive and strategic students. There is also 4-8 intervention program for students two years or more behind grade level. The teachers use a master schedule to ensure interventions take place and document with RtI forms | All teachers  | Materials for interventions (new adoption)      | Included in adoption purchase | N/A                   | <b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include U.A. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.<br><b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners |
| Provide supplementary support instructional materials to immigrant students with the purpose of accelerating and improving their English language proficiency  | Principal<br>Supplementary Instructional Immigrant Staff<br>EL Coordinator                  | Immigrant Supplementary Instructional Materials | \$2,500                       | Title III-Immigrant   |   |

| <b>Activity</b>   | <b>Timeline/Person Responsible</b>   | <b>Materials Needed to Accomplish Activity</b>  | <b>Anticipated Cost</b>       | <b>Funding Source</b> | <b>Rationale</b>  |
|---|--|---|-------------------------------|-----------------------|---|
| Start transitioning towards the implementation of the ELD Next Generation standards aligned curriculum and supplementary intervention materials and language software and programs. | Educational Services Staff (ELL Coordinator, Ed. Services Director) EL supplementary intervention teachers and support staff | Supplementary instructional materials Kate Kinsella Toolkit I and II Scholastic News and/or Rosetta Stone, etc. | \$12,000                      | Title III- LEP        |   |
| Rtl Committee will focus on interventions and benchmarks that align to the new California Content Standards and Assessment Process  | District Rtl Committee, site leadership teams, PST and principals  | Materials for interventions (new adoption)  | Included in adoption purchase | N/A                   | <p><b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include U.A. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.</p> <p><b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners.</p> |



| <b>Activity</b>  | <b>Timeline/Person Responsible</b>   | <b>Materials Needed to Accomplish Activity</b>                 | <b>Anticipated Cost</b>                                   | <b>Funding Source</b>                       | <b>Rationale</b>  |
|--|--|--|---|---|---|
| Intensive Intervention will be used with identified at-risk students, especially those in RSP and Migrant interventions for ELA.     | Teacher. Principals, LMB trainers  | Support materials. All extra materials are purchased by sites. | Cost listed under improvement of instructional strategies | Funding source already listed               | <p><b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.</p> <p><b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners.</p>    |
| Personal Math Trainer and other educational technology will be utilized to support students who struggle in the area of mathematics. | Each school site's lab is equipped, Principal and teacher monitoring tools | Site licenses  | Included in Adoption Costs                                | LCFF and Common Core Implementation Funding | <p><b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include UA. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.</p> <p><b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Science, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners</p> |

| Activity  | Timeline/Person Responsible                                     | Materials Needed to Accomplish Activity   | Anticipated Cost | Funding Source      | Rationale  |
|---|---|---|------------------|---------------------|--|
| Provide an extra layer of support for immigrant students, including, but not limited to after school academic intervention, parent/student orientation to the U.S. school system, mentoring, and tutorials. | Principal<br>Immigrant support staff<br>ELL Coordinator         | Support staff and supplementary materials   | \$4,500          | Title III-Immigrant |  |
| Migrant ELA and math summer Academy will be offered to all migrant students   | Summer 2015<br>Teachers, Administrator secretary, and counselor | Materials & Supplies<br>Communications<br>SDSU/UCSD Fieldtrips<br>Additional Supplies<br>Summer school staff salaries | Refer to DSA     | Migrant Funds       | <p><b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include U.A. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.</p> <p><b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Science, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners</p> |
| Teacher Collaboration   |   |   |                  |                     |  |
| The district will monitor schools' progress toward strategic plan goals with quarterly reports to the superintendent that include how teachers are collaborating as   | Superintendent  | Materials cost  | N/A              | N/A                 | <p><b>EPC 8:</b> Implementation of structured teacher collaboration for all ELA, ELD and math teachers facilitated by principal. The one-two hours(s) collaboration is to allow</p>  |

| <b>Activity</b>  | <b>Timeline/Person Responsible</b>      | <b>Materials Needed to Accomplish Activity</b> | <b>Anticipated Cost</b> | <b>Funding Source</b> | <b>Rationale</b>  |
|--|---|--|-------------------------|-----------------------|---|
| professional learning communities. The schools map key standards for every unit, then as a group, develop formative assessments to track student progress before the unit assessment is given. The focus is on comprehension for English Learners. |   |  |                         |                       | teachers to analyze, discuss and utilize the results of the assessment system to guide placement, plan instruction and delivery, and progress monitor.  |
| Grade level meetings, made possible with modified schedules, to review data to prescribe ongoing instruction. They will complete PLC cycles for every assessment period.   | Principals and teachers/ ongoing        | No extra costs                                 | N/A                     | N/A                   | <b>EPC 8:</b> Implementation of structured teacher collaboration for all ELA, EL/D and math teachers facilitated by principal. The one-two hour(s) collaboration is to allow teachers to analyze, discuss and utilize the results of the assessment system to guide placement, plan instruction and delivery, and progress monitor. |
| (SPED focus) Across school discussions between special education teachers will be held to review special education monitoring procedures and proven practice instructional strategies. The SPED teachers will also attend                          | Director of Special Education/quarterly | No extra costs                                 | N/A                     | N/A                   | <b>EPC 8:</b> Implementation of structured teacher collaboration for all ELA, EL/D and math teachers facilitated by principal. The one-two hour(s) collaboration is to allow teachers to analyze, discuss and utilize the results of the assessment system to guide   |

| <b>Activity</b>  | <b>Timeline/Person Responsible</b>                                   | <b>Materials Needed to Accomplish Activity</b>         | <b>Anticipated Cost</b> | <b>Funding Source</b> | <b>Rationale</b>   |
|--|--|--|-------------------------|-----------------------|--|
| two of the District grade level meetings.  |  |  |                         |                       | placement, plan instruction and delivery, and progress monitor.  |
| <b>Progress Monitoring</b>   |  |  |                         |                       |  |
| The ELL/Migrant Department will monitor progress of English Learners through data meetings via ELSSA/ELD Next Gen Committee.   | ELL Migrant Coordinator<br>Reading Coaches<br>Principals<br>Teachers | Information<br>English Learner Data<br>Annual Progress | \$6,678                 | Title III-LEP         | <b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform Tools Used: APS, DAS A.5 Underperforming schools are targeted for additional support. DAS A.8 clearly defined method of monitoring |
| The LEA establishes a district-wide bi-annual or semiannual progress monitoring and evaluation of English Learners. The LEA and the school sites formalize English Learner data analysis and discussion collaboration through PLC meetings and English Learner Committees. School sites provide collaboration time, by grade level, in order to analyze English Learner data and | Principals<br>ELD Lead Teachers<br>Reading Coaches<br>EI Coordinator |  | \$8,817                 | Title III-LEP         |  |

| Activity  | Timeline/Person Responsible  | Materials Needed to Accomplish Activity   | Anticipated Cost | Funding Source       | Rationale   |
|---|--|---|------------------|----------------------|---|
| <p>identify school-wide trends, strengths, and weaknesses in order to evaluate the progress and academic needs of English Learners. The data findings will impact the goals and objectives of the comprehensive school plan.</p>                              |  |   |                  |                      |   |
| <p>The LEA systematically monitors R-FEP Year 1 and Year 2 students. Provide R-FEP data and monitoring forms to school sites. R-FEP students who are not meeting or exceeding standards in ELA will be considered in need of additional academic support.</p> | <p>Principals<br/>Support Staff in EL after school and Saturday School programs.</p> | <p>R-FEP Monitoring forms and bulletin R-FEP Monitoring memo<br/>R-FEP data<br/>R-FEP support staff</p> | <p>\$10,000</p>  | <p>Title III-LEP</p> | <p><b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform Tools Used:<br/>APS, DAS A.5<br/>Underperforming schools are targeted for additional support.<br/>DAS A.8 clearly defined method of monitoring</p> |

| <b>Activity</b>   | <b>Timeline/Person Responsible</b>                  | <b>Materials Needed to Accomplish Activity</b> | <b>Anticipated Cost</b> | <b>Funding Source</b> | <b>Rationale</b>   |
|---|---|--|-------------------------|-----------------------|--|
| The district requires that all schools monitor progress of English Learners by reporting on their progress and goals in their school plan. Data is entered after benchmark assessments and summative assessments are posted in OARS (web-based reporting system). Reports are generated and analyzed. | Instructional Resource Clerks, Principals, teachers | Testing, Data system, printing materials       | \$21,000                | Title III LEP         | <b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform Tools Used:<br>APS, DAS A.9 LEA provides schools with data collection system, B.4                    |
| The district supports the monitoring of implementation and effective use of instructional materials and strategies by scheduling regular observations with principals at all sites in English Language Arts, Mathematics, ELD, Science and Special Education.   | Principal<br>District Level Team                    | No extra costs                                 | N/A                     | N/A                   | <b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform Tools Used:<br><b>APS (1.1, 2.5)</b> , DAS A.9 LEA provides schools with data collection system, B.4 |

| <b>Activity</b>  | <b>Timeline/Person Responsible</b>                                    | <b>Materials Needed to Accomplish Activity</b>  | <b>Anticipated Cost</b> | <b>Funding Source</b> | <b>Rationale</b>  |
|--|---|---|-------------------------|-----------------------|---|
| <b>Program Improvement:</b><br>District Level Support Team will meet quarterly to review Quarterly Report data and provide feedback to all schools | Cabinet, Educational Services Team                                    | No extra cost   | N/A                     | N/A                   | <b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform Tools Used:<br>APS, DAS A.5<br>Underperforming schools are targeted for additional support.<br>DAS A.8 clearly defined method of monitoring |
| Continue to utilize and refine standards based report cards in grades TK through 8 to include a continued use of a new online report card system.  | Associate Superintendent of Education Services and Principals/ongoing | Special education IEPs aligned with standards<br>Report cards- Pay for SYNERGY system | N/A                     | N/A                   | <b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress.  |
| Each site will conduct a peer review of the Single Plan for Student Achievement by meeting several times over a period of 4 months.                | Principal Superintendent  | No extra costs  | N/A                     | N/A                   | <b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers   |

| <b>Activity</b>   | <b>Timeline/Person Responsible</b> | <b>Materials Needed to Accomplish Activity</b> | <b>Anticipated Cost</b> | <b>Funding Source</b> | <b>Rationale</b>   |
|---|------------------------------------|--|-------------------------|-----------------------|--|
|   |                                    |  |                         |                       | and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform <b>EPC 9:</b> Fiscal Support aligned to full implementation of EPCs  |
| Classroom teachers will regularly (weekly) collaborate in grade level groups to determine progress toward goals, assess student's mastery of standards by examining student work; and adjust instruction as needed. | Teachers and Principals/ ongoing   | No extra costs                                 | Site costs              | N/A                   | <b>EPC 8:</b> Implementation of structured teacher collaboration for all ELA, EL/D and math teachers facilitated by principal. The one-two hours(s) collaboration is to allow teachers to analyze, discuss and utilize the results of the assessment system to guide placement, plan instruction and delivery, and progress monitor. |
| Disaggregate data for purposes of identifying underperforming students for intervention programs and strategies   | Principals and teachers/ annually  | No extra costs                                 | N/A                     | N/A                   | <b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform                                |



| Activity  | Timeline/Person Responsible   | Materials Needed to Accomplish Activity       | Anticipated Cost                           | Funding Source | Rationale  |
|---|---|---|--|----------------|--|
| <b>Student Engagement:</b>  |   |   |  |                |  |
| District monitoring tool will be used by principals and District Staff to monitor for student engagement at the school sites. Engagement will be reported on Quarterly Report.          | Associate Superintendent of Educational Services and site principals/ ongoing | Professional Development expenses             | N/A  | N/A            | <b>EPC 7:</b> Implementation of a student monitoring system that provides timely data from common formative and curriculum embedded, and summative assessments for teachers and principals to use to monitor ongoing student progress. The information will be used to identify student needs, inform  |
| <b>Increased Educational Opportunity:</b>   |   |   |  |                |  |
| Software programs that support standards (Accelerated Reader, Accelerated Math) Personal Math Trainer and Study Island will be used district wide for a minimum time as an intervention | Principals/ ongoing   | Cost of Software License and Maintenance      | Site cost of @ \$4000 per site per program | Site Cost      | <b>EPC 1:</b> Use Standards based (SBE) adopted materials in all core ELA, Math, ELD, and to include U.A. The district provides intensive interventions. Needs to be monitored and documented in use in every classroom daily for every student.<br><b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Science, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners. |
| Consultation with Private Schools within the LEA jurisdiction regarding services provided to English Learners.  | LEA Student Support Services Coordinators Business Office Assessment Center   | English Learner identification and assessment | \$4,530                                    | Title III-LEP  |  |

| <b>Activity</b>  | <b>Timeline/Person Responsible</b>  | <b>Materials Needed to Accomplish Activity</b>         | <b>Anticipated Cost</b>                    | <b>Funding Source</b> | <b>Rationale</b> |
|--|---|--|--|-----------------------|------------------|
| Invite charter schools within the LEA jurisdiction to participate in trainings and services to support English Learner students and programs.  |   |  |  |                       |                  |
| Provide snacks to students who are CELDT tested during the summer. Provide supplementary materials to the Assessment Center  | Assessment Center   | Cost of Snacks   | \$3500- snacks and supplementary materials | Title III LEP         |                  |
| The LEA and the school sites provide an increased educational opportunity to at-risk English Learner students. Provide appropriate scaffolding and appropriate level of instruction and materials to meet the language proficiency and academic needs of English Learners. Multi-tiered systems of support | English Learner supplementary support Staff<br>Principals<br>MTSS/PST Teams<br>Intervention Teachers<br>EL Coordinator<br>Reading Coaches | Supplementary intervention support materials and staff | \$12,000                                   | Title III-LEP         |                  |

| <b>Activity</b>   | <b>Timeline/Person Responsible</b>   | <b>Materials Needed to Accomplish Activity</b>  | <b>Anticipated Cost</b> | <b>Funding Source</b>                  | <b>Rationale</b> |
|---|--|---|-------------------------|--|------------------|
| (MTSS) are provided.  |  |   |                         |  |                  |
| Based on the 2016 ELA SBAC results, the LEA will show at least a 10% growth of English Learners who are meeting or exceeding standards. This growth will be supported through access to common core curriculum, close reading, a hands-on approach, content specific vocabulary, academic interventions, and career guidance. | Support staff and supplementary academic instructional materials           | ELA SBAC results<br>Supplementary access common core curriculum<br><br>Support staff teaching:<br>Supplementary content specific vocabulary<br>Supplementary academic interventions<br>Counselor<br><br>Principals<br>Reading Coaches | \$20,000                | Title III-LEP                          |                  |
| The LEA supports <i>immigrant</i> students' academic needs through supplementary academic instructional materials. Identify and purchase curricular materials to support <i>immigrant</i> students' academic needs.   | Principals<br>Immigrant support staff<br>EL Coordinator<br>EL Lead Teacher | Immigrant support staff and supplementary materials   | \$3,083                 | Title III-Immigrant                    |                  |
| <b>Extended Learning Time:</b>  |  |   |                         |  |                  |
| IEP meetings  | Special Education teachers/ ongoing  | No extra costs  | None                    | N/A                                    |                  |
| F.A.C.T. Center (health and social services support)  | Special Education and Pupil Personnel Services Coordinator/ ongoing        | F.A.C.T. Center and expenditures, including personnel and building  | \$154,137               | Children and Families First Commission |                  |

| <b>Activity</b>  | <b>Timeline/Person Responsible</b>  | <b>Materials Needed to Accomplish Activity</b>  | <b>Anticipated Cost</b>                                 | <b>Funding Source</b>                             | <b>Rationale</b>   |
|--|---|---|---|---|--|
| Gifted and Talented Education Program (GATE)   | GATE Coordinator, secretary, and teachers/ ongoing                          | GATE expenditures including coordinator, secretary, and parent communication supplies | \$38,377  | G.A.T.E.  |  |
| Problem Solving Team Meetings  | PST members/ ongoing  | No extra costs  | N/A   | N/A   |  |
| Extended School Year for Special Ed Students   | Director, Special Ed  | Cost of ESY teachers and Instructional Assistant salaries, classroom materials        | \$11,000  | General Fund                                      | <b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to include strategic and intensive interventions, as well as additional time for ELD for English Learners. Tools Used: APS DAS A.4, B.2, B3, B.4 |
| Before and After school intervention programs are funded by sites and summer school funds. ASES programs are held at 10 sites in the district to cover academic and enrichment after school programs | Principals, teachers, ASES Project Coordinator, and students/ ongoing       | Cost of intervention programs and teacher stipends                                    | \$1,200,000   | ASES Summer School Funds, Site Funds              | Categorical requirements   |
| SES Tutoring Programs for all Program Improvement Schools that are year 2 and above  | School Support Coordinator, SES Providers, School Site Principals, Teachers | Cost of Providers, Facilities   | 20% Title I @ \$400,000                                 | Title I   | Categorical requirements   |
| Saturday EL Academies for Migrant and EL Students  | Associate Superintendent of Educational Services, Human Resources           | 10 hours of planning time and 20 hours of instructional time,                         | \$20,000 (already included as part of the DSA expenses) | Title III LEP (\$10,000) Migrant Funds (\$10,000) | <b>EPC 2:</b> Implementation of instructional minutes for basic core ELA, Math, Sci, History, ELD to   |

| <b>Activity</b>   | <b>Timeline/Person Responsible</b>  | <b>Materials Needed to Accomplish Activity</b>  | <b>Anticipated Cost</b> | <b>Funding Source</b> | <b>Rationale</b>   |
|---|---|---|-------------------------|-----------------------|--|
| After-school extended opportunities for at-risk ELs and other supplementary classes for newcomers | Director of Ed. Services<br>Support Services<br>EL Coordinator<br>Saturday Academy<br>Lead teachers<br><br>Human Resources<br>Director of Ed. Services<br>Support Services<br>EL Coordinator<br>Saturday Academy<br>Lead teachers | materials for classes and breakfast and lunch for students.<br>Saturday School curriculum and support staff<br>Classroom instructional materials and supplies<br>After-school curriculum and support staff<br>Classroom instructional materials and supplies<br>snacks for students | \$10,000                | Title III-LEP         | include strategic and intensive interventions, as well as additional time for EL/D for English Learners.<br>Tools Used:<br>APS DAS A.4, B.2, B3, B.4 |

| <b>Parent Involvement (Include Type 4):</b>   |  |  |                    |                     |  |
|---|--|--|--------------------|---------------------|--|
| Black Board Connect phone communication system will be used to advise parents of student progress, important events, and general communication with families.   | Principals   | Tele-parent contract                                   | @\$1,625/site/year | Site Cost           | DAS: D.2: The LEA has systems in place that provide timely and two way communication |
| Provide training and orientation to parents of <i>immigrant</i> children with the purpose of increasing their involvement in their children's education. These trainings include understanding the report card, how to help your children succeed in school, and common | Support staff<br>EL Coordinator<br>Counselor<br>Training Instructors | Training materials and Supplies<br>Instructor's salary | \$2,000            | Title III-Immigrant | DAS: D.2: The LEA has systems in place that provide timely and two way communication |

| <b>Activity</b>   | <b>Timeline/Person Responsible</b>  | <b>Materials Needed to Accomplish Activity</b>   | <b>Anticipated Cost</b> | <b>Funding Source</b> | <b>Rationale</b>   |
|---|---|--|-------------------------|-----------------------|--|
| core updates.   |   |  |                         |                       |  |
| Promote parental and community participation in the English Learner program through informational meetings, trainings, school district governance, and academic and family literacy opportunities as evidenced by sign-in sheets. | EL Coordinator<br>EL support staff<br>Parent leaders<br>Counselor               | Informational material<br>Training materials and supplies  | \$2,000                 | Title III-LEP         | DAS: D.2: The LEA has systems in place that provide timely and two way communication |
| Parents are encouraged to be active participants in assisting their children in attaining English proficiency, achieving at higher levels in core academic subjects, and meeting challenging California Common Core Standards.    | EL Coordinator<br>EL support staff<br>Parent leaders<br>Counselor<br>Principals | Informational material<br>and supplies<br>Support staff  | \$3,000                 | Title III-LEP         |  |
| Parents of R-FEP students will be invited to participate in an R-FEP ceremony when students reclassify.   | EL Coordinator<br>EL support staff<br>Principals                                | Reclassification informational flyers<br>Reclassification ceremony materials and supplies and R-FEP certificates | \$1,000                 | Title III-LEP         |  |
| Parent Involvement Surveys done annually.   | Teachers, parents, and principals/ annually                                     | Duplicating costs  | @ \$2,000               | General Fund          | DAS: D.2: The LEA has systems in place that provide timely and two way communication |

| <b>Activity</b>  | <b>Timeline/Person Responsible</b>           | <b>Materials Needed to Accomplish Activity</b>                    | <b>Anticipated Cost</b> | <b>Funding Source</b> | <b>Rationale</b>   |
|--|--|---|-------------------------|-----------------------|--|
| Migrant Parent Involvement Trainings   | Teachers Parents                             | Training Materials Supplies Snacks                                | Refer to DSA            | Migrant Funds         | DAS: D.2: The LEA has systems in place that provide timely and two way communication |
| Migrant Parent trainings (behavior management, homework assistance, literacy)  | District Pupil Services and parents/ ongoing | Pupil Services salary and benefits and cost of training materials | Refer to DSA            | Migrant Funds         | DAS: D.2: The LEA has systems in place that provide timely and two way communication |
| Coordinate with community-based organizations to better assist parents of <i>migrant</i> students. These services will include opportunities for parents to become familiar and seek community resources as needed.                | Counselor Immigrant support staff            | Speakers Materials and supplies Babysitters                       | \$1000                  | Title III-Immigrant   | DAS: D.2: The LEA has systems in place that provide timely and two way communication |
| District wide Parent Education Trainings will take place at least monthly in the areas of AVID, California Standards, Assessment, STEM, and other areas as defined by the parent surveys. An annual parent fair will be conducted. | Educational Services                         | Materials and supplies, certificated and classified salaries.     | \$33,000                | LCFF Title II         |  |
| Parent and Teacher Organizations   | Parent and teacher organizations/ ongoing    | No extra costs  | None                    | N/A                   | DAS: D.2: The LEA has systems in place that provide timely and two                   |

| <b>Activity</b>   | <b>Timeline/Person Responsible</b>   | <b>Materials Needed to Accomplish Activity</b>   | <b>Anticipated Cost</b> | <b>Funding Source</b>                   | <b>Rationale</b>  |
|---|--|--|-------------------------|---|---|
|   |  |  |                         |   | way communication between school and parents  |
| District publishes FOCUS, which contains all compliance notifications and district updates and policies, twice annually   | District administration/ twice annually  | Cost to publish and distribute FOCUS   | \$4,000                 | General Fund                            | DAS: D.2: The LEA has systems in place that provide timely and two way communication between school and parents   |
| English Learner (EL) Parent Trainings, EL informational materials as well as letters mailed to parents.   | ELL/Migrant Coordinator<br>Teacher Trainers<br>Title III Counselor<br>Speakers | Information Materials & Supplies<br>Training Materials<br>Snacks                       | \$4,000                 | Title III LEP                           | DAS: D.2: The LEA has systems in place that provide timely and two way communication  |
| State test scores are mailed to parents every summer  | Associate Superintendent of Educational Services                               | Postage costs  | \$5,000                 | General Fund                            | DAS: D.2: The LEA has systems in place that provide timely and two way communication between school and parents   |
|   |  |  |                         |   |   |
| Program Improvement letters mailed annually to parents  | School Service Coordinator (PI)  | Postage costs  | \$5,000                 | Title I                                 | DAS: D.2: The LEA has systems in place that provide timely and two way communication between school and parents   |
| Various district advisory boards, including Migrant Parent Advisory Committee, Gate Advisory Board, District English Learner Advisory Committee, Community Advisory | District coordinators/ ongoing   | Cost of refreshments, notification of meetings, handouts, babysitting and translation. | \$4,000                 | Unrestricted Migrant Title III (\$2000) | <b>DAS: D.4:</b> LEA and schools provide multiple opportunities for parents to access school programs, and receive information and resources and be part of the decision making |



| <b>Activity</b>   | <b>Timeline/Person Responsible</b>                | <b>Materials Needed to Accomplish Activity</b> | <b>Anticipated Cost</b> | <b>Funding Source</b>  | <b>Rationale</b> |
|---|---|--|-------------------------|------------------------|------------------|
| Committee (Special Education), Parent Advisory Committee, and After School Advisory Committee               |   |  |                         |                        |                  |
| <b>Safe School Plan:</b>  |   |  |                         |                        |                  |
| The District will collect Safe School Plans from all school sites before February 22, of every year.        | Principals  | Binders, tabs, data, Copies                    | N/A                     | N/A (School site cost) | Board Goal       |
| The Principals will meet to conduct a peer review of their Safe School Plans every year before February 22. | Principals  | Safe School Plans, Check lists, Copies         | N/A                     | N/A (School site cost) | Board Goal       |
| RTI Behavior Committee focuses on strategies for parents and teachers to prevent bullying.                  | Sept- June RTI Committee, Principals and teachers | Materials for the presentations                | N/A                     | N/A (School site cost) | Board Goal       |

Fiscal Year: 2015-2016

**Immigrant: \$13,345**

**Immigrant Administrative & Indirect Costs: \$262**

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.

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.

| Title III Goal  | Specific Title III Supplemental Key Actions<br>(Activities) to Meet Goal  | Unit (Purchase) Detail   | Associated<br>Estimated Costs<br>for each Activity<br>Listed |
|---|---|--|--|
| <p>Goal 2A: AMAO 1- Annual progress Learning English</p> <p><i>By September 2015, the percentage of English learners learning English will increase from 47.2% to 62% as measured by CELDT.</i></p> | <p>1. The ELL/Migrant Coordinator, Educational Services Staff, reading coaches, teachers, and school Principals will closely monitor the annual progress and needs of English learners via PLCs, faculty meetings, the ELSSA (or alternative needs assessment) and the ELD Next Generation Committee.</p> <p>2. The LEA encourages data analysis, interpretation, and discussion on student's progress and collaboration through PLC meetings. School sites</p> | <p>ELSSA report &amp; ELD Next Gen materials and supplies, cost of subs for teachers attending</p> | <p>\$6,678</p> <p>\$8,817</p>                                |

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|  | <p>will provide collaboration time, by grade level, in order to analyze English learner performance data and identify school-wide trends, strengths and weakness in order to evaluate the progress of English learners. The data findings will impact the goals and objectives of the comprehensive School Plan.</p> <p>3. Students not meeting annual progress as measured by CELDT will be provided an extra layer of support and timely interventions.</p> <p>4. EL data will be shared/disseminated to school sites. The district and school site English Learner Committees, Principals, reading coaches, and teachers work together to determine ELs annual progress and to evaluate the effectiveness of the English learner program in narrowing the gap between English Only students and ELs.</p> <p>5. Provide extended opportunities for ELs through timely and effective interventions. Students who have not shown the expected growth will be provided additional learning opportunities through after school programs and Saturday School interventions.</p> <p>6. The English Learner Saturday School will consist in four consecutive Saturday sessions that will focus on close reading of informational text and oral presentations using academic vocabulary. Students attending the Saturday Academy will receive a certificate of completion.</p> | <p><u>Access Common Core</u> from<br/>Data Works Curriculum,<br/><u>Common Core Support Coach</u><br/><u>in Reading and Math</u><br/>Supplementary Curriculum<br/><u>Scholastic News</u><br/><u>DynaMath</u> (Scholastic)</p> <p>Saturday school supplementary materials, breakfast and lunch for students, teachers, pupil supervisors and secretary</p> | <p>\$10,000</p> |
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|  | <p>7. Create a pathway to Biliteracy from elementary to Jr. High and Jr. High to High School. Support the needs of the Dual Immersion and Bilingual Programs. Provide opportunities for biliterate, bilingual, and bicultural students.</p> <p>8. Provide appropriate scaffolding and appropriate level of instruction and materials to meet the language proficiency and academic needs of English learners. Multi-tiered systems of support (MTSS) are provided.</p> <p>9. ELD instruction is differentiated to meet the needs of newcomers and long-term English learners through scaffolding techniques and the use of the California Reading and Literature Project (CRLP) and close reading strategies. Provide on-site assistance as needed.</p> <p>10. Provide extended opportunities for at-risk ELs through after school programs and targeted interventions.</p> <p>11. As they become available, implement ELD Next Generation standards aligned curriculum and supplementary interventions materials and language software and program. Currently after school programs include supplementary materials in their lessons such as Kate Kinsella's Toolkit 1 and 2, Scholastic News, Rosetta Stone, etc.)</p> | <p>Purchase materials to foster biliteracy and to create a pathway to biliteracy.</p> <p>Supplementary support classes and support staff.</p> | <p>\$13,000</p> <p>\$12,000</p> |
| 1. The district requires that all schools monitor the progress of English Learners by reporting their data and plan of action on their comprehensive |  |   | \$21,000                        |

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| <p>Goal 2B: AMAO 2 - English Proficiency</p> <p>By September 2015, the percentage of English learners learning English will increase as follows:</p> <p>Cohort 1: &lt;5 Years:</p> <p><i>The percentage of ELs attaining the English Proficient Level will increase from 10.4% to 25.5% as measured by CELDT.</i></p> <p>Cohort 2: &gt;5 Years:</p> <p><i>The percentage of ELs attaining the English Proficient Level will increase from 35.3% to 52.8% as measured by CELDT.</i></p> <p><i>Academic instruction for ELs is designed and implemented to ensure that English learners meet the state-defined content and performance grade level standards in a reasonable amount of time.</i></p> | <p>school plans. Benchmark data is inputted in OARS (web-based reporting system) and reports are generated and analyzed by the LEA and the school site Principals. The LEA will use data systematically to support the needs of English learners.</p> <p>2. The district develops a district wide system to monitor LTELs, newcomers, and intermediate students. The LEA identifies formative assessment to provide ongoing data to evaluate English learner progress.</p> <p>3. After analyzing the English Learner data, the LEA will support the needs of newcomers, intermediate, and Long-Term English Learners (LTELs) by providing supplemental materials and differentiated supplementary instruction to support English Language Proficiency. Provide targeted LTEL and newcomer interventions.</p> <p>4. Long-Term English Learners and students at-risk of becoming LTELs will be provided an after school/Saturday school supplementary academic rich curriculum (Kate Kinsella's Academic Vocabulary Toolkit 1 and 2 depending on the grade level)</p> <p>5. The Assessment Center will process additional EL data to better support teachers and students.</p> | <p>OARS data system, benchmark analysis</p> <p>Support staff and supplementary formative assessments for ELs</p> <p>Supplementary materials and supplies</p> <p>Supplementary materials for the Assessment Center (folders, binders, etc.) to support the school sites with EL data and information to better help our students.</p> | <p>\$11,000</p> <p>\$14,000</p> <p>\$3,500</p> |
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|  | <p>6. Students who are newcomers will be provided additional support with research-based strategies that promote basic vocabulary and oral and survival skills.</p> <p>7. ELD and content area teachers will increase their teaching effectiveness through a daily interactive lesson that includes the four domains (listening, speaking, reading, and writing) when applicable.</p>   |  |                                 |
| <p>Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts</p> <p><i>Using the 2015 SBAC data as a baseline, English learners will show a growth of 10% on the 2016 SBAC. This growth will be indicated on the percentage of students who achieve a proficiency level of "meeting or exceeding" standards in ELA.</i></p> | <ol style="list-style-type: none"> <li>1. The district will continue monitoring the implementation of close reading and the California Reading and Literature Project instructional strategies to provide ELs with access to common core.</li> <li>2. The LEA provides an ELD classroom observation schedule and sends e-invites to the Principals. The LEA monitors for structured and effective student interaction, oral language development and the use of the four domains (listening, speaking, reading, and writing).</li> <li>3. Common Core access, close reading, a hands-on approach, content specific vocabulary, academic support interventions, and career guidance will be provided to students.</li> </ol> | <p>Supplementary instructional materials</p> <p>Support staff and supplementary academic instructional materials</p> | <p>\$11,402</p> <p>\$20,000</p> |

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|   | <p>4. Continue revising reclassification Criteria and update the 4<sup>th</sup> criterion. The revised R-FEP criteria will replace the current Reclassification Criteria which will include the English Language Arts SBAC results.</p> <p>5. Continue monitoring Year 1 and Year 2 Reclassified students using current protocols and Board approved guidelines until the new English Language Arts SBAC results become available.</p> <p>6. Provide School sites with appropriate R-FEP lists of Year 1 and Year 2 students and monitoring forms. Provide additional after school interventions for R-FEP students who are falling behind based on ELA benchmarks and the ELA SBAC assessment results. Students who are not meeting or exceeding standards in ELA will be considered in need of additional academic support.</p> | <p>Supplementary academic after school support</p> | <p>\$10,000</p> |
| <p><b>Goal 2C: AMAO 3 – AYP in Mathematics</b></p> <p><i>Using the 2015 SBAC data as a baseline, English learners will show a growth of 10% on the 2016 SBAC. This growth will be indicated on the percentage of students who achieve a proficiency level of "meeting or exceeding" standards in Mathematics.</i></p> | <p>1. The district will continue monitoring the implementation of the Go Math! curriculum, use of technology resources to learn Math content, and the Math instructional strategies to provide ELs with access to content across curriculum (Integrated ELD).</p> <p>2. The LEA generates an ELD classroom observation schedule and sends e-invites to the Principals. The LEA monitors for structured and effective student interaction, oral language development and the use of the four domains (listening, speaking, reading, and writing).</p>  |  |                 |

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|  | <ol style="list-style-type: none"> <li>3. Common Core access, a hands-on approach, content specific vocabulary, and academic support interventions will be provided to students.</li> <li>4. Increase English Learner Math achievement results in Math benchmark assessments and Math SBAC by having a hand-on approach and an increased exposure and use of content specific vocabulary.</li> <li>5. Continue monitoring Year 1 and Year 2 Reclassified students using current protocols and Board approved guidelines until the new Math SBAC results become available.</li> <li>6. Provide School sites with appropriate R-FEP list of students and Year 1 and Year 2 monitoring forms. Provide additional after school interventions for R-FEP students who are falling behind based on the Math benchmarks and Math SBAC assessment results.</li> </ol> |  |          |
| <p><b>Goal 2D: High Quality Professional Development</b></p> <p><i>By March 2016, at least 90% of the LEA teachers will receive professional development in research-based English Learner strategies and ELD Next Generation Standards.</i></p> | <ol style="list-style-type: none"> <li>1. The professional development for ELs is designed to improve instruction and EL student achievement by enhancing the teacher's ability to use curricula, assessment measures, and research-based instructional strategies.</li> <li>2. Imperial County Office of Education (ICOE) and the LEA meet to discuss and provide professional development for teachers,</li> </ol>   | ELD Next Generation Standards aligned supplementary materials, | \$15,000 |



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| <p>administrators, and reading coaches (MOU). The trainers of trainer's model will build capacity within the district. The importance of incorporating English Learner research-based strategies in daily lessons is stressed.</p> <p>3. ELD and content area teachers increase students' opportunities to use the language using academic vocabulary. The LEA and school Principals monitor the use of the four domains and research-based strategies through ongoing classroom observations.</p> <p>4. Teachers who are providing English language development or access to core curriculum instruction for English Learners are appropriately authorized or are actively in training for an appropriate EL authorization.</p> <p>5. The district will continue to familiarize the stakeholders on the Math and ELD Next Generation Standards and proficiency level descriptors. The LEA will roll-out a district wide professional development plan.</p> <p>6. Content experts, teacher leaders, and reading coaches will guide and train ELD teachers in the understanding of the ELD Next Generation standards, the ELA/ELD framework, and the importance of language across curriculum.</p> <p>7. The district will provide training for reading coaches, Principals, and teachers to support access to common core through integrated and designated ELD. Differentiated</p> | <p>training materials, standard-based instructional materials, MOU with ICOE to help train teachers.</p> <p>Supplementary materials and training to support designated and integrated ELD.</p> <p>Support staff and substitute costs</p> | <p>\$13,000</p> <p>\$7,000</p> |

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|  | <p>instruction, California Reading and Literature Project (CRLP), SDAIE, academic vocabulary development, use of the four domains, oral language development, and scaffolding will be emphasized.</p> <p>8. These research-based ELL strategies and best practices training will address the language and academic needs of the LTELs, newcomers, and intermediate students.</p> <p>9. Once approved, Common Core ELA and ELD Next Generation standards-aligned textbooks and materials are available. The LEA will go through the district textbook adoption procedure.</p> <p>10. Research-based instructional strategies to support teachers of English Learners in ELD and across content areas.</p> <p>11. Continue using standard-aligned Math materials until common core aligned instructional materials are adopted.</p> <p>12. Principals, teachers, reading coaches and parents are invited to participate on the School Site Council, DELAC, and ELAC trainings.</p> | <p>LTEL supplementary instructional materials</p> | <p>\$6,000</p> |
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| <p><b>Goal 2E: Parent and Community Participation</b></p> <p><i>Promote parental and Community participation in the English Learner program through informational meetings, trainings, school and district governance, and academic and family literacy opportunities as evidenced by sign-in sheets.</i></p> | <ol style="list-style-type: none"> <li>1. English learner parent training, EL informational materials as well as letters mailed to parents.</li> <li>2. Monthly district wide parent education trainings in AVID, California Standards, Assessments, STEM, and other areas as defined by parent surveys.</li> <li>3. Annual parent fair to promote parent involvement in the pupil's education, content knowledge and home-school connection.</li> <li>4. Parents are encouraged to participate in various district advisory boards, including School Site Council (SSC), Migrant Parent Advisory Council (MPAC), District/School English Learner Advisory (DELAC/ELAC), GATE Advisory, Special Education Advisory, and Parent Advisory Committee (PAC).</li> <li>5. Principals, teachers, reading coaches and parents are invited to participate in a School Site Council, DELAC, and ELAC training.</li> <li>6. DELAC and MPAC advisory committees seek parent input in English Learner programs and address/respond to the parents' recommendations.</li> <li>7. The ELAC Committee advises the Principal and staff on the English Learner program and assists in the school's needs assessment, language census report (CALPADS), and understand the importance of regular school attendance.</li> </ol> | <p>Informational materials and parent communication.</p> <p>DELAC and other EL parent meetings, presentation and informational handouts and materials for English learners and their parents.</p> | <p>\$4,000</p> <p>LCFF<br/>Title II</p> <p>\$2000</p> |
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|  | <p>8. The DELAC Committee participates in the English Learner Master Plan, programs, and services for English Learners. DELAC advises on the EL needs assessment, program, goals, and objectives and the language Census (CALPADS) data, as well as on the LEA reclassification procedures.</p> <p>9. Parents are encouraged and invited to be active participants in assisting their children in attaining English proficiency, achieving at higher levels in core academic subjects, and meeting challenging California Common Core Standards.</p> <p>10. Parents are invited to participate in school readiness family literacy sessions, Robert Rules of Order, reclassification ceremony, the importance of attendance, and school governance.</p> <p>11. English Learner parents will receive information regarding the progress and test results of students.</p> <p>12. R-FEP parents will be invited to participate in an R-FEP ceremony when students reclassify.</p> <p>13. Informational materials and communication to parents will be translated as required by state and federal guidelines.</p> | <p>Trainings for parents of English learners.</p> <p>Communications, materials, and supplies</p> | <p>\$3,000</p> <p>\$1,000</p> |
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|   | <p>14. The LEA provides eligible private schools (St. Mary's) equitable English Learner educational services and benefits to address the needs of eligible private school students, their teachers, and their families. The LEA identifies English learners, their needs, and provides services and/or products.</p> <p>15. Ongoing consultation with private schools (St. Mary's).</p>   |  | \$4,530 |
| <p><b>Goal 2F: Parental Notification</b><br/><i>The English Learner program will provide all mandated notifications to parents.</i></p> | <ol style="list-style-type: none"> <li>1. The LEA provides parents with information on school and parent activities in a format and, to the extent practicable, in a language the parents can understand following FPM guidelines, state and federal regulations.</li> <li>2. The LEA identifies, assesses, and appropriately places English Learners following FPM guidelines.</li> <li>3. The LEA provides mandated English Learner annual and initial notifications to parents on a timely manner.</li> <li>4. English Learner parents will receive student CELDT test results, program setting, and required notifications. Parents are notified of an opportunity to apply for a parental exception waiver for their children to participate in an alternative program.</li> <li>5. Once English Learners meet reclassification criteria and after seeking teacher and parental input, R-FEP notifications will be provided to parents.</li> </ol> |  |         |

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|  | <p>6. Parents will be provided with letters about the opportunity to participate in school and district governance. Parents will be sent the DELAC and MPAC meeting calendar. Informational flyers and agenda of scheduled meetings will be posted at the school sites.</p> <p>7. Parents of English Learners will receive the AMAO letter to inform them of the status of each of the three annual measurable achievement objectives.</p>   |  |   |
| <p><b>Goal 2G: Services for Immigrant Students</b><br/>(for LEAs receiving Title III, Immigrant funds)</p> | <p>1. Provide training and orientation to parents of immigrant children with the purpose of increasing their involvement in their children's education. These trainings include understanding the report card, how to help your children succeed in school, and common core updates.</p> <p>2. Support staff will provide an extra layer of support for immigrant students, including, but not limited to after school academic intervention, parent/student orientation to the U.S. school system, mentoring, and tutorials.</p> <p>3. Identification and purchase of curricular materials to support immigrant students' academic needs.</p> <p>4. Purchase supplementary instructional materials and supplies for immigrant students.</p> | <p>Support staff and supplementary training materials</p> <p>Support staff and supplementary materials</p> <p>Basic instructional supplies</p> | <p>\$2,000</p> <p>\$4,500</p> <p>\$3,083</p> <p>\$2,500</p> |

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|  | 5. Coordinate with community-based organizations to better assist parents of immigrant students. These services will include opportunities for parents to become familiar and seek community resources as needed. Parents will interact with a wide-range of community organizations of higher education, Mexican Consulate, the Health Department, FACT Center, etc. | Support staff and supplementary supplies and materials | \$1,000                                     |
| Goal 5A: Increase Graduation Rates<br><br><i>No applicable since we are A TK-8<sup>th</sup> grade school district.</i> | N/A<br><br>TK-8 <sup>th</sup>   |  |   |
| Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs             | \$236,651   |  | LEP <u>\$223,306</u><br>IMM <u>\$13,345</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.