

2015-16 Title III LEP and Immigrant Action/Budget Summary

2015-16 Title III LEP Adjusted Allocations: \$192,638	Action	Amount Budgeted
	SIOP training to provide supplemental training to enhance instructional strategies and techniques. Training and subs or extra hour costs for training	\$31,500 Training \$13,500 Subs/Extra Hours
	District Coordinator supports students and teachers through coaching, providing professional development, identifying resources and strategies to support student learning, providing support to students in the classroom, district level monitoring of data and placement.	\$46,638 (.39 of \$120,000)
	Supplemental resources such as, but not limited to: ELA Adopted curriculum based Oral Language Development and other supplemental resources, online resources TBD	\$45,000
	Specific Targeted Summer Program and/or Extended Day	\$40,000
	Additional Professional Development & Conferences	\$10,000
Total		\$192,638

2015-16 Title III Immigrant Adjusted Allocations: \$19,344	Action	Amount Budgeted
	Oral Language Components of Treasures, online ESL resources for newcomers, grades 4 - 8, other educational software.	\$13,000
	Parent Classes and resources for parents of Newcomers.	\$5,000
	Training for EL Lead teachers on strategies, resources to support newcomers.	\$1,344
Total		\$19,344

LEA Plan: Goal 2 Planned Improvement in Programs for LEP Students and Immigrants (Title III)

	Description of how district is meeting or plans to meet this requirement	Estimated Cost	Funding Source
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ● Meeting the annual measurable 	<p>(a), The district offers two settings for English learners (EL): 1) Structured English Immersion (SEI); and 2) English Language Mainstream (ELM). The Title III subgrant supports implementation of these settings, each of which includes research-based strategies, materials, and instructional techniques designed to help students attain English fluency, achieve academic standards in the content areas, and develop positive self-esteem.</p> <p>1(b) Subgrant funds are dedicated to supporting schools in fully implementing the provisions in the EL Master Plan which include a focus on targeting instruction to maximize students' progress toward meeting the annual measurable achievement objectives (AMAO), ensuring that California English Language Development Test (CELDT) scores and SBAC/CAASP or other required State assessment scores are meaningful and useful tools, and coordinating with Title I resources and efforts toward improved academic achievement. Polices for assessing, placing and exiting are in the Plan.</p> <p>c) The district and each school are held accountable for meeting AMAOs, making AYP for the EL subgroup, and for students' annual progress toward English proficiency. At the school level student academic progress is monitored by both district-adopted and state-mandated assessments. These include: CELDT, SBAC/CAASP, the curriculum-embedded assessments in</p>	<p>1a & b) \$37,500 SIOOP training to provide supplemental training to enhance instructional strategies and techniques \$13,500 Subs or extra hours for training</p> <p>1c) \$233,600 EL Lead teachers (\$2400 x 14= \$33,600) and EL Coordinators (equivalent of 2.2.FTE (\$200,000) release periods)at site level monitor student achievement</p>	<p>Title III</p> <p>LCFF</p>

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<p>achievement objectives described in Section 3122;</p> <ul style="list-style-type: none"> • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); 	<p>English Language Development (ELD), mathematics and the Reading/English Language Arts (R/ELA),NWEA RIT scores, District benchmark assessments, grades.</p> <p>School sites will maintain detailed records of the progress of all ELs at their site through both Infinite Campus (student information system) and student profile folders, and report findings through collaboration. Site leaders, district leaders and EL TOSA’s will engage in walkthroughs and a review of the implementation of the Master Plan and SPSAs. Principals will work in conjunction with Human Resources to ensure that all teachers have appropriate authorizations. Principals, Assistant Principals and counselors will monitor that students are placed in the most beneficial setting.</p> <p>At the district level, test results and other data will be collected and disaggregated in various ways and to various groups. The Directors of School Leadership and Support will use this information for reporting to the Board, in determining the overall effectiveness of the District’s programs, and to identify areas of the program that need modification. Directors of School Leadership and Support will use this information to monitor site program effectiveness. EL TOSA’s, EL lead teachers and EL coordinators will meet regularly to ensure that the key elements of the Master Plan are implemented and to provide identified EL focused professional development.</p>	<p>1c) \$120,000 District EL Coordinator supports students and teachers through coaching, providing professional development, identifying resources and strategies to support student learning, providing support to students in the classroom, district level monitoring of data and placement.</p>	<p>(Title III - \$46,638/ Title I / LCFF)</p>
<p>d. Describe how the LEA will promote parental and community participation in LEP programs</p>	<p>1(d) The district promotes participation of parents and the community in the program for ELs through</p> <ul style="list-style-type: none"> o Encouraging participation in advisory groups such as ELAC, DELAC, SSC, Superintendent’s 	<p>1d) \$150,000 Parent University parent engagement</p>	<p>Title I</p>

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<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> English proficiency; and academic achievement in the core academic subjects <p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based Personnel.</p>	<ul style="list-style-type: none"> Providing interpreters at all meetings and events held in the district; Translating all written communication sent to parents; <p>Working with administrators on effective parent involvement strategies which are appropriate for culturally and linguistically diverse parents. This will include working closely with NUSD’s Parent University which is an integral part of NUSD’s plan for creating a district-wide parent and community partnership.</p> <p>District administrators will continue program monitoring walkthroughs, and will develop an instrument used to record observations which provides reflective feedback for teachers.</p> <p>As indicated in the EL Master Plan, all ELs will receive a program of instruction designed to rapidly improve their English proficiency. The standards-based programs currently in use are California Treasures ELD instructional materials K-6, Language! 7-8, and Edge 9-12.</p> <p>In grades K-6 ELs are grouped by English proficiency level and receive ELD instruction for at least 30 minutes per day. District administrators will continue to work on increasing the implementation of rigorous instruction that is intentional, explicit, includes work in the four domains of listening, speaking, reading and writing, and provides many opportunities for authentic language use.</p>	<p>2)Certificated teachers assigned to ELD classes and WIN groups</p> <p>Cost already in 1a) SIOP training to provide supplemental training to enhance instructional strategies and techniques</p>	<p>General Funds/L CFF</p>
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<p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>To ensure that all teachers are prepared to provide such instruction, the district will continue to provide yearly training on effectively using our district-adopted programs. The results of ELD benchmarks and curriculum-embedded assessments will be used as progress monitoring tools that aid teachers in planning instruction and in determining if further support is needed. NUSD has implemented a Professional Development Plan which includes Common Core State Standards, Sheltered Instruction Observational Protocols, and other training which will enhance teacher skills for limited-English proficient students. NUSD will develop a Board-adopted parent involvement policy and a district wide plan with measureable goals for parent/family involvement. This plan would emphasize greater participation in School Site councils, site ELACs and DELACs.</p> <p>The district will allocate time for sites to share the parental involvement activities that successfully attract a large number of parents, especially parents of underachieving students.</p> <p>Specially designed academic instruction in English (SDAIE) strategies will continue to be used and monitored to help students gain access to core academic instruction. The district will provide professional development on teaching key academic terms/vocabulary to help ensure that ELs have the language necessary to understand critical concepts taught in the core academic subjects.</p>	<p>3 (\$150,000) Cost already counted Parent University parent engagement</p> <p>\$10,000 EL Lead Teacher training (monthly)</p>	<p>Title I</p> <p>LCFF</p>
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	<p>In order to make our instruction for ELs even more robust, the district will address the need for access of resources designed specifically to intervene with Long-Term English Learners (LTEL), students who have not made progress in gaining English proficiency over the course of several years. A particular emphasis will be on transitioning to CCSS and the ELA/ELD Standards.</p> <p>Other voluntary professional development offerings include: academic language, SDAIE strategies, book study groups, District EL TOSA’s EL Coordinators, and the EL Support Teachers may also attend meetings and conferences such as the English Learner Coordinators’ Network at SCOE, the Accountability Institute, California Association for Bilingual Education regional and state conferences, and local monthly collaboration meetings. Title III funds will be used to improve and expand support in areas listed below focusing on:</p> <ul style="list-style-type: none"> o interventions for LTELs o the use of data to plan and adjust instruction o high-quality EL strategies and methodologies o linguistic and cultural factors and impact on student outcomes o ELA materials training emphasizing universal access and differentiation o accountability and program evaluation <p>The use of paid extra hours or release days will encourage teachers, administrators and principals to attend conferences and seminars that focus on research-based strategies, techniques, best practices, and accountability.</p>	<p>\$45,000 Supplemental resources such as, but not limited to: ELA Adopted curriculum based Oral Language Development and other supplemental resources, online resources TBD</p> <p>\$40,000 EL Specific Targeted Summer Program and/or Extended Day</p> <p>\$10,000 Additional Professional Development & Conferences</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p>
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<p>4. Upgrade program objectives and effective instructional strategies.</p>	<p align="center">Yes</p>	<p>If yes, describe: Goal # 3 in this plan outlines professional development measures that will be implemented to strengthen the instructional program for ELs. As this implementation occurs, EL TOSA's and site and district administrators will monitor the effectiveness of the program through evaluation of disaggregated assessment data and results of walkthrough observations. The district and site goals for ELs will be reviewed at regular intervals and updated as needed.</p>	<p>(\$233,600) Cost already counted EL Lead teachers (\$2400 x 14= \$33,600) and EL Coordinators (equivalent of 2.2.FTE (\$200,000) release periods)</p>	<p>LCFF</p>
<p>5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.</p>	<p align="center">Yes</p>	<p>The district will implement professional development in implementing research-based intensive interventions for LTELs. The systematic professional development plan will include more intentional ELD and core subject instruction, including implementing CCSS.</p> <p>Expanded use of differentiated instruction and structured student interaction will ensure that all instruction tailored to meet their specific needs. Professional development will also be provided in increasing EL academic language proficiency in the content areas.</p>	<p>(\$51,000)Cost already counted SIOP training to provide supplemental training to enhance instructional strategies and techniques</p> <p>(\$45,0000) cost already counted Supplemental resources such as, but not limited to: ELA Adopted curriculum based Oral Language Development and other supplemental resources, online resources TBD</p>	<p>Title III</p> <p>Title III</p>

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<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes</p>	<p>The district will coordinate and integrate educational services to increase program effectiveness and to eliminate duplication of instructional services. Under the direction of the Directors of School Leadership and Support, site representatives representing ELA, math and ELD, will meet to plan and coordinate implementation of all district goals. At the District level, Director of SLS and EL TOSA's will support all staff members in implementation of the revised Master Plan, and provide resources and coaching to classroom teachers. At the school level, EL teachers or EL Coordinators, will support all staff members in implementation of the revised Master Plan, and provide resources and coaching to classroom teachers.</p>	<p>\$40,000 (Cost already counted) EL Specific Targeted Summer Program and/or Extended Day</p> <p>(\$51,000)Cost already counted SIOIP training to provide supplemental training to enhance instructional strategies and techniques</p> <p>(\$45,0000) cost already counted Supplemental resources such as, but not limited to:</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes</p>	<p>The program for English learners is a priority at both the district and school levels. There will be ongoing district efforts to improve the instructional program for ELs through</p> <ul style="list-style-type: none"> o improved use of data for instructional planning o more intensive interventions for students not making progress o more frequent monitoring of ELD instruction o expanded opportunities for professional development in both ELD and core subject areas 	<p>ELA Adopted curriculum based Oral Language Development and other supplemental resources, online resources TBD</p> <p>\$40,000 (Cost already counted) EL Specific Targeted Summer Program and/or Extended Day</p>	<p>Title III</p> <p>Title III</p>

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<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes</p>	<p>All written and verbal communication will continue to be translated in the primary language (15%) of each site. Opportunities for parents to participate and be involved in their child’s education will include:</p> <ul style="list-style-type: none"> o ELAC, DELAC, and SSC membership o Parent CORES o family literacy, science, math nights o district and school newsletters o Superintendent’s Parent and Community Council 	<p>(\$150,000) Cost already counted Parent University parent engagement</p> <p>\$5000 DELAC Transportation, Childcare, Meals</p>	<p>Title I</p> <p>LCFF</p>
<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and Incorporation of the above resources into curricula and programs. 	<p>Yes</p>	<p>Educational technology will continue to be important part of the program for English learners. The district provides software such as IXL Math, JiJi Math, Lexia CORE 5, Accelerated Reader, STAR Enterprise, or other similar programs as well as the adopted curriculum (Treasures and Go Math) online resources.</p> <p>The district will continue to implement Illuminate to better track analysis and reporting of student progress. This will improve instructional decision-making and provide ongoing monitoring.</p>	<p>(\$45,0000) cost already counted Supplemental resources and</p>	<p>LCFF/ Title I</p>
<p>10. Other activities consistent with Title III.</p>	<p>Yes</p>	<p>The district has updated and the Board adopted in April 2014 the English Learner Master Plan. With the development of a CCSS aligned benchmark/ report cards, EL TOSA’s will work with site EL Coordinators and site EL Support Teacher to establish assessment goals to support the development of an EL Proficiency Report</p>	<p>Educational software including but not limited to: Lexia Core 5, Accelerated Reader, STAR Enterprise, IXL Math, JiJi Math</p>	<p>Title III</p>

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Plans to Provide Services for Immigrants

<i>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</i>		Description of how the LEA is meeting or plans to meet this requirement.			
Parents	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes	If yes, describe: Parent University, Project 2 Inspire program (developed by CAFE) which will be offered in Spanish and English at all grade level, and other community resources and programs to encourage and support parents to become active participants in the education of their children. Parent information and training on participation in DELAC, ELAC and School Site council. Site Family Literacy Nights	Parent classes and resources \$5000	Title III-Immigrant
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes	If yes, describe: SIOP, Conferences, EL Lead Teacher Training	SIOP, Conferences, (already counted) EL Lead Teacher Training (\$1,344 Immigrant)	Title III-LEP, Immigrant

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	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes</p>	<p>If yes, describe: School site EL Coordinators and EL Leads meet with students to go over student progress Various sites provide targeted tutoring – some paid for by Immigrant funds High Schools and Middle School provides additional monitoring and counseling by site EL Coordinators</p>	<p>Extended Day, Summer programs</p>	<p>LCFF Title III-LEP</p>
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	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes YEs	If yes, describe: Oral language components of Treasures ESL online access for newcomers, grades 4-8, other online support TBD	\$13,000	Title III-Immigrant
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Allowable Activities	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes	If yes, describe: Access transportation was paid for at the middle school. Additional instructional materials. Additional paid targeted tutoring.	\$7500	Title I
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	No	If yes, describe:		

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	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Yes</p>	<p>If yes, describe:</p> <p>Parent University provides information regarding community based organization resources, partners with community resources to bring services to our schools, provides transportation to events that support these areas.</p>	<p>Parent University</p>	<p>Title I</p>
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Plans to Notify and Involve Parents of Limited-English-Proficient Students

	<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>		
<p>Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>Title III parent notification letter within 30 days includes all NCLB requirements. Also</p> <ul style="list-style-type: none"> ● Parents notified with CELDT results ● IEP meetings as required ● District English Learner Advisory Committee ● Site English Learner Advisory Committee 		

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	<p>h. Information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 			
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>				
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>				