



**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Required Activities**

<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"> <li>• meeting the annual measurable achievement objectives described in Section 3122;</li> <li>• making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>• 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));</li> </ul> <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>By June 2015, the percentage of teachers of English learners implementing the ELD Standards in tandem with the California Common Core State Standards will increase to 50% as measured by locally developed observation tools.</p> <p>The percent of teachers will increase by 25% each year until 100% of the teachers are implementing the CCSS ELA standards and ELD standards.</p> <p>DJUSD will continue to promote the involvement of parents and community members in the education of English Learners.</p> <p>By June 2015, DJUSD will improve and increase parent outreach strategies so that 75% of parents are active participants in the education of their children.</p>
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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:

- English proficiency; and
- Academic achievement in the core academic subjects

DJUSD will provide high quality professional development in research based instructional strategies on language acquisition, academic language and student engagement. Teachers will also receive EL Specialist support and collaboration time.

The effectiveness of the LEP programs will be determined by:  
 AMAO 1: By June 2015, the percentage of English Learners learning English will increase from 65% to 68%, in order to continue meeting state defined growth expectations as measured by CELDT.

AMAO 2: By June 2015, the percentage of English Learners in language instruction educational programs fewer than 5 years (cohort 1) attaining English language proficiency will increase from 28.2% to 32%, in order to continue meeting the state-defined expectations for meeting the CELDT criterion for English-language proficiency.

By June 2015, the percentage of English Learners in language instruction educational programs 5 or more years (cohort 2) attaining English language proficiency will increase from 64.9% to 66%, in order continue meeting the state-defined expectations for meeting the CELDT criterion for English-language proficiency.

AMAO 3 Mathematics: By June 2015, the percentage of English Learners in grades K-6 attaining proficiency in Mathematics will be 60% as measured by the local benchmark assessments.

By June 2015, the percentage of teachers of English learners implementing the ELD Standards in tandem with the California Common Core State Standards will increase to 50% as measured by locally developed observation tools.

The percent of teachers will increase by 25% each year until 100% of the teachers are implementing the CCSS math standards and ELD standards.

AMAO 3 Reading/Language: By June 2015, the percentage of teachers of English Learners implementing the ELD Standards in tandem with the California Common Core State Standards will increase to 50% as measured by locally developed observation tools.

The percent of teachers will increase by 25% each year until 100% of the teachers are implementing the CCSS ELA standards and ELD standards.

3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.

- a. designed to improve the instruction and assessment of LEP children;
- b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
- c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;

By June 2015, 50% of teachers and administrators will participate in professional development focused on standards-based, standards-aligned instruction and materials, the implementation of the ELD Standards in tandem with the CCSS for ELA and Math as documented by locally developed tools.

The percentage of teachers and administrators trained in the CCSS/ELD standards will increase annually by 25% until fully implemented.

The district will develop and implement simultaneously the CCSS & ELD Standards Professional Development Plan for the districts with the overarching beliefs that the district will filter the overwhelming amount of information, build on the strengths of our teachers, and collaboration must be built into the PD system.

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<p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>The goals for the training involve teachers in the change process so that change is more likely to happen, teachers understand that the CCSS &amp; ELD Standards is not a subtractive process-that we are building on our repertoire, give teachers targeted shifts in CCSS to practice and create a pathway with clearly defined increments of change.</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p><b>Check if Yes:</b>  <b>If yes, describe:</b></p>

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**  
(Summarize information from district-operated programs and approved school-level plans)

<b>Description of How the LEA is Meeting or Plans to Meet this Requirement</b>	
<b>Allowable Activities</b>	
<p>5. Provide:</p> <ul style="list-style-type: none"> <li>a. tutorials and academic or vocational education for LEP students; and</li> <li>b. intensified instruction.</li> </ul>	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> Funding will be provided for the Bridge Program and the Davis High Academic Center which provide tutorial services during and after school. These services are provided at the tutorial center or tutors are assigned to classes where there is a high concentration of EL students that need support.</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> DJUSD aligned the Common Core/ELD standards with existing district curriculum, and then identified and purchased supplemental materials that bridge the gap between the new standards and old English Language Arts standards.</p> <p>Additionally, about 60% of the English Learners have been identified as long term English Learners in grades 10, 11, and 12. DJUSD has developed and is implementing specific instruction to meet LTEL unique academic and language proficiency needs, as a course that has been submitted for approval to meet the California university system's A-G requirements.</p>
<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"> <li>• To improve English language skills of LEP children; and</li> <li>• To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> Through DELAC and ELAC training was provided that addressed how to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. Family Math Nights were held to promote parents' understanding of Common Core mathematics, and English and math courses were provided for parents at the Montgomery Family Resource Center.</p>
<p>9. Improve the instruction of LEP children by providing for -</p> <ul style="list-style-type: none"> <li>• The acquisition or development of educational technology or instructional materials</li> <li>• Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>• Incorporation of the above resources into curricula and programs.</li> </ul>	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> By June 2015, technology based instructional opportunities are provided to English Learners at the beginning through intermediate CELDT levels. The resources assist students with individualized learning, extra-additional practice for oral language practice. Chromebooks were purchased to increase the availability of technological devices and provide increased access to English Learner applications.</p>

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Allowable Activities**

10. Other activities consistent with Title III.

**Check if Yes:**

X

**If yes, describe:**

DJUSD is more closely monitoring elementary age English Learners that are at risk of becoming long term English learners, and providing early intervention as needed.

**Performance Goal 2 (continued):  
Plans to Notify and Involve Parents of Limited-English-Proficient Students**

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.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):	
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	Parent notification letters are provided and a parent handbook is provided for parents.  DJUSD will continue to provide 100% of parents of ELs with the information regarding their children's identification as EL, program placement options and program placement notification in a language parents can understand.
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	DJUSD will continue to provide 100% of parents of ELs with information regarding their children's English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used, and the status of the child's academic achievement in a language parents can understand.
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;	DJUSD will continue to provide 100% of parents of ELs with information about 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 regarding their child.
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	DJUSD will continue to provide 100% of parents of ELs with information regarding how the program in which their child is, or will be participating will meet the educational strengths and needs of their child, in a language parents can understand. DJUSD staff reviews the CELDT and primary language assessment results to help determine the appropriate program placement.
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	DJUSD will continue to provide 100% of parents of ELs with information regarding how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation. The EL Parent handbook specifically describes our English Learner education models.
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;	DJUSD will continue to provide 100% of parents of ELs with information regarding 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. Reclassification requirements are included in parent-teacher conferences, the EL Parent handbook, annual notification letters, and reviewed in ELAC and DELAC meetings.
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	DJUSD will continue to provide information to parents of a child with a disability how such program meets the objectives of the individualized education program (IEP) of the child. EL staff attend the IEP meetings of students that are identified in both Special Education and English Learner programs, help identify student language needs and provide support of the implementation of the IEP goals.
h. information pertaining to parental rights that includes written guidance detailing -	

**Performance Goal 2 (continued):  
Plans to Provide Services for Immigrants**

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> DJUSD EL staff and Bridge staff conduct parent outreach meetings and trainings to parents of immigrant students at the local migrant center. Staff also conducts home visits to assist parents in becoming active participants in the education of their children.</p>
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> District EL staff attend monthly meetings with the DJUSD EL Coordinator for training to provide services to immigrant children and youth. Staff is also paid to attend Common Core/ELD professional development workshops and collaboration opportunities.</p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> DJUSD provides two counseling interns at the secondary level, Bridge tutoring kindergarten through 9th grade, and supports tutoring through the Davis High School Academic Center.</p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> Newcomers in kindergarten through 6th grade are provided with ELD online software programs.</p>
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:	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>
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:	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></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><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>

# Elementary and Secondary Education Act

## Local Educational Agency Plan Goal 2

### Budget Update

Name of LEA: Davis Joint Unified School District Fiscal Year: 2015-16

Total Title III Allocation: LEP \$ 80,034 Immigrant: \$ 26,087

LEP Administrative & Indirect Costs (2%): \$ 1,601 Immigrant Administrative & Indirect Costs: \$ 2,010

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.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English	Support English Learners through EL staff services, including .20-.40 FTE English Learner specialist support at each elementary school, supplemental support (>.40 FTE) at three elementary schools, and variable FTE EL para-educator support  Purchase aligned supplementary instructional resource materials	EL Specialist, 2.6 FTE  EL Specialist, 1.2 FTE  EL Para-educators, variable by site  CCSS ELA/ELD aligned instructional materials  ELD supplemental materials	\$152,945 State funding \$78,433 Title III LEP \$137,000 State funding  \$30,000 State funding  \$1,000 State funding

<p>Goal 2B: AMAO 2 - English Proficiency</p>	<p>Support English Learner language acquisition through EL staff services, including variable EL para-educator FTE and .20-.40 FTE English Learner specialist support at each elementary school and supplemental support (&gt; .40 FTE) at three elementary schools</p> <p>Purchase aligned supplementary instructional resource materials</p>	<p>EL Specialist, 2.6 FTE</p> <p>EL Specialist, 1.2 FTE</p> <p>EL Para-educators, variable by site</p> <p>CCSS ELA/ELD aligned instructional materials</p> <p>ELD supplemental materials</p>	<p>See Goal 2A</p>
<p>Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts</p>	<p>Implement course for Long Term English Learners (LTEL)</p> <p>Bridge intervention and extended day program with academic support and mentoring at schools with a high density of English Learners</p> <p>Davis High School Academic Center Tutoring support for EL and RFEP students</p> <p>Support elementary LTEL students through Summer independent Reading program</p>	<p>LTEL supplemental course materials</p> <p>LTEL course teachers, 7-12 grade</p> <p>Bridge program personnel, tutors, tutoring training and supplies, K-9 grade</p> <p>Academic Center program personnel, tutors, tutoring training and supplies, 10-12 grade</p> <p>Summer Reading Program personnel and supplemental reading books</p>	<p>\$7,000 State funding</p> <p>\$70,000 State funding</p> <p>\$110,000 State funding</p> <p>\$56,000 State funding</p> <p>\$1,000 State funding</p>

<p>Goal 2C: AMAO 3 – AYP in Mathematics</p>	<p>Implement course for Long Term English Learners (LTEL)</p> <p>Bridge intervention and extended day program with academic support and mentoring at schools with a high density of English Learners</p> <p>Davis High School Academic Center Tutoring support for EL and RFEP students</p>	<p>LTEL supplemental course materials</p> <p>LTEL course FTE, 7-12 grade</p> <p>Bridge program personnel, tutors, tutoring training and supplies, K-9 grade</p> <p>Academic Center program personnel, tutors, tutoring training and supplies, 10-12 grade</p>	<p>See Goal 2C – AYP in ELA</p>
<p>Goal 2D: High Quality Professional Development</p>	<p>Training and support to implement CCSS ELA/ELD standards</p>	<p>Training workshops</p>	<p>\$50,000 State funding</p>
<p>Goal 2E: Parent and Community Participation</p>	<p>Provide leadership training for DELAC and ELCA councils to increase EL parent input in decisions making</p>	<p>Training workshops</p>	<p>\$5,000 State funding</p>
<p>Goal 2F: Parental Notification</p>	<p>Implement district system for notifying EL parents of all aspects of EL program in compliance with federal and state mandates</p>	<p>District EL personnel, parent notification expenses</p> <p>Translation expenses</p>	<p>\$178,000 State funding</p> <p>\$50,000 State funding</p>
<p>Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)</p>	<p>Annual licenses for supplemental English language acquisition program</p> <p>Supplemental Chromebooks for immigrant students</p> <p>Counseling intern for newcomers at secondary schools with high density of immigrant students</p>	<p>Supplemental ELD program licenses</p> <p>Chromebooks (above district pupil:technology ratio)</p> <p>Hourly EL counseling intern</p>	<p>\$17,077 Title III - Immigrant</p> <p>\$4,000 Title III - Immigrant</p> <p>\$3,000 Title III - Immigrant</p>

<p>Goal 5A: Increase Graduation Rates</p>	<p>Implement course for Long Term English Learners (LTEL)</p> <p>Bridge intervention and extended day program with academic support and mentoring at schools with a high density of English Learners</p> <p>Davis High School Academic Center Tutoring support for EL and RFEF students</p>	<p>LTEL supplemental course materials</p> <p>LTEL course teachers, 7-12 grade</p> <p>Bridge program personnel, tutors, tutoring training and supplies, K-9 grade</p> <p>Academic Center program personnel, tutors, tutoring training and supplies, 10-12 grade</p>	<p>See Goal 2C – AYP in ELA</p>
<p>Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs</p>			<p>LEP \$ <u>80,034</u></p> <p>IMM \$ <u>26,087</u></p>

**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.