

The following report is filtered by active items, all statuses, all funding sources, all assignments, all tags, and all goals.

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

An increasing percentage of English learners will make annual progress in learning English.

By February 2015, the percentage of English learners learning English will increase from 52% to 55%, in order to move toward state defined growth expectations as measured by CELDT.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

STRATEGY English Language Development and Support Classes

Filing Cabinet Count	0
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ACTION STEP Daily English Language Development

All students will receive English Language Development on a daily basis at their appropriate level; students will be grouped for instruction according to their CELDT level.

Status	Completed 10/08/2014	Filing Cabinet Count	0
Start-End Dates	08/15/2009 - 05/30/2014		
Tags	T3Y4		
Persons Responsible	Cindy Ayala, Michelle Bush		

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English
STRATEGY English Language Development and Support Classes
ACTION STEP Daily English Language Development
TASKS 1 of 8 Complete

ELD Programs and Strategies	In Progress	Due 2/29/2016
Continue to implement English Language Development programs and instructional strategies described in the LEA Plan.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Instruction Based on CELDT Proficiency Level	In Progress	Due 2/29/2016
Provide daily standards-based instruction appropriate to students' CELDT proficiency levels.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Long-Term English Learners	Completed	Due 5/29/2015
Identify long-term English Learners who have not been re-designated.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Monitoring Student Progress	In Progress	Due 2/29/2016
Monitor student progress in English Language Development on an individual basis at least quarterly.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Instructional Support	In Progress	Due 2/29/2016
Continue to provide additional instructional support at Elementary School through Curriculum Support Rotation.		Cindy Ayala (LEA) , Michelle Bush (LEA)
ELD Intervention	In Progress	Due 2/29/2016
Continue ELD intervention classes and/or strategies at Middle and High Schools and place students appropriately		Cindy Ayala (LEA) , Michelle Bush (LEA)
Professional Development	In Progress	Due 2/29/2016
Provide continuous professional development using ELD Standards in tandem with Common Core State Standards.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Supplemental Immigrant Intervention	In Progress	Due 2/29/2016
Provide additional supplemental intervention to immigrant students.		Cindy Ayala (LEA) , Michelle Bush (LEA)

ACTION STEP Strategies, Materials and Student Placement

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GOAL **Goal 2A: AMAO 1 -Annual Progress Learning English**

STRATEGY **English Language Development and Support Classes**

ACTION STEP **Strategies, Materials and Student Placement**

Principals monitor use of appropriate instructional strategies and student placement at least monthly through Walk-Throughs, Leadership and staff meetings, and as part of regular teacher evaluation.

Status	In Progress 01/24/2012	Filing Cabinet Count	0
Start-End Dates	08/15/2011 - 02/29/2016		
Tags	T3Y4		
Persons Responsible	Cindy Ayala, Michelle Bush		

TASKS 1 of 4 Complete

LEA Plan Implementation	In Progress	Due 2/29/2016
Continue to implement instructional strategies described in the LEA Plan.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Audit EL Placement	In Progress	Due 2/29/2016
Audit placement of English Learners at the beginning of each year and at the end of first semester after publication of CELDT results.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Supplemental ELD Materials	Completed	Due 5/29/2015
Purchase supplemental Houghton-Mifflin ELD materials for Elementary School.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Paraprofessional Supplemental Support	Not Begun	Due 1/1/0001
Paraprofessionals will provide supplemental support in ELA, ELD and Math.		Cindy Ayala (LEA) , Michelle Bush (LEA)

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GOAL Goal 2B: AMAO 2 - English Proficiency

An increasing percentage of English learners will attain English language proficiency annually.

By February 2015, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 21.6% to 23%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

By February 2015, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 32.1% to 35%, in order move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

STRATEGY Monitoring System for ELA/ELD

Filing Cabinet Count	0
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ACTION STEP Formative Assessment focusing on LTELs

Use formative assessments to monitor and improve Student Achievement School Leadership Teams will use ELD and ELA formative assessments to monitor LTEL development and academic achievement monthly.

Status	In Progress 01/24/2012	Filing Cabinet Count	0
Start-End Dates	08/15/2010 - 02/29/2016		
Tags	T3Y4		
Persons Responsible	Cindy Ayala, Michelle Bush		

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GOAL **Goal 2B: AMAO 2 - English Proficiency**

STRATEGY **Monitoring System for ELA/ELD**

ACTION STEP **Formative Assessment focusing on LTELs**

TASKS 1 of 5 Complete

CELDT Data Entry	Completed	Due 5/29/2015
Enter Assessment data (CELDT) in the district data base.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Renaissance and CELDT Meetings	In Progress	Due 2/29/2016
Teachers will participate in data meetings to analyze student data in October (Renaissance) and March (CELDT.)		Cindy Ayala (LEA) , Michelle Bush (LEA)
Develop Benchmarks	Not Begun	Due 5/31/2016
Develop district wide benchmarks		Cindy Ayala (LEA) , Michelle Bush (LEA)
Analysis of Assessment Data	In Progress	Due 2/29/2016
Conduct assessments and analyze assessment data for curriculum modification and re-teaching of concepts.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Monitor Achievement	In Progress	Due 2/29/2016
Monitor EL development and academic achievement quarterly Change instructional settings for students based on data.		Cindy Ayala (LEA) , Michelle Bush (LEA)

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GOAL **Goal 2C: AMAO 3 - Mathematics**

An increasing percentage of English learners will attain proficiency in Mathematics annually. ·

By Sep 2016, the percentage of teachers of English learners implementing the ELD Standards in tandem with the California Common Core Standards for Mathematics will increase from 0% to 50% as measured by locally developed observation tools.

[Required per Elementary and Secondary Education Act, Sections 3116(a) & (b) and 3122(a)(3)(A)(iii)]

Filing Cabinet Count 0

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GOAL Goal 2C: AMAO 3 - Reading/Language Arts

An increasing percentage of English learners will attain proficiency in Reading/Language Arts annually.

By Sep 2016, the percentage of teachers of English learners implementing the ELD Standards in tandem with the California Common Core Standards for ELA will increase from 0% to 50% as measured by locally developed observation tools.

[Required per Elementary and Secondary Education Act, Sections 3116(a) & (b) and 3122(a)(3)(A)(iii)]

Filing Cabinet Count	0	Budgeted:	\$16,004.00
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STRATEGY Supplemental Para-Professional Support

Supplemental Para Professional support for English Language Learners and Long Term English Language learners.

Filing Cabinet Count	0	Budgeted	\$16,004.00
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ACTION STEP Supplemental Paraprofessional Support

Provide Supplemental Support for EL's and LTEL's

Status	Not Begun 06/15/2015	Filing Cabinet Count	0
Start-End Dates	06/15/2015 - 05/31/2016	Budgeted	\$16,004.00
Persons Responsible	Cindy Ayala, Michelle Bush		

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GOAL Goal 2D: High Quality Professional Development

The LEA will provide high quality professional development to teachers, administrators and other school or community-based personnel to improve the education of English learners.

By Sep 2016, the percentage of teachers/administrators will participate in professional development focused on CCSS Math and ELA in tandem with ELD standards and the use of effective instructional strategies will increase from 0% to 50% as measured by locally developed tools. (Benchmark assessments, Renaissance assessments)

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

STRATEGY Professional Dev of Teachers and Administrators

Filing Cabinet Count	0
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ACTION STEP Training for all Teachers and Administrators

Provide supplemental training to all teachers and administrators in ELD curriculum, standards-aligned lessons, and appropriate ELD strategies including scaffolding techniques, differentiated instruction, and assessment.

Status	In Progress 03/23/2014	Filing Cabinet Count	0
Start-End Dates	01/09/2012 - 05/27/2016		
Tags	T3Y4		
Persons Responsible	Cindy Ayala, Michelle Bush		

Denair Unified - 5071068000000**GOAL Goal 2D: High Quality Professional Development****STRATEGY Professional Dev of Teachers and Administrators****ACTION STEP Training for all Teachers and Administrators**

TASKS 2 of 8 Complete

Explicit Direct Instruction	Completed	Due 5/29/2015
Review lesson plan elements for explicit direct instruction:		Cindy Ayala (LEA) , Michelle Bush (LEA)
Differentiated Instruction	In Progress	Due 2/29/2016
Provide training in differentiated instruction for ELs.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Common Core Standards/ELD	In Progress	Due 2/29/2016
Provide training in Common Core Standards/ELD.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Use of Intervention Materials	In Progress	Due 2/1/2016
Provide training to all teachers on use of intervention materials in textbooks and from other sources.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Collaboration Time	In Progress	Due 2/29/2016
Schedule collaboration time, once per semester, to share best practices on the implementation of the curriculum, English Language Development objectives, effective instructional strategies, and the analysis of assessment data and student work.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Parent Portal and Grade Book Training	Completed	Due 5/29/2015
Provide training on Parent Portal and Grade Book.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Walk-Through Protocol	In Progress	Due 2/29/2016
Monitor the implementation of appropriate English Language Development strategies monthly using the district Walk-Through Protocol; discuss results at managers' and principals' meetings.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Evaluate EL Program	In Progress	Due 2/29/2016
Evaluate effectiveness of program for English Learners.		Cindy Ayala (LEA) , Michelle Bush (LEA)

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GOAL Goal 2E: Parent and Community Participation

The LEA will promote the involvement of parents and community members in the education of English learners. By May 2015, the LEA will improve and increase parent outreach strategies so that 50% of parents are active participants in the education of their children.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

STRATEGY Provide Opportunities for Parent Participation

Filing Cabinet Count	0
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ACTION STEP Information and Training for Parents

Increase parental outreach and communication.

Status	In Progress 01/20/2012	Filing Cabinet Count	0
Start-End Dates	08/15/2011 - 02/29/2016		
Tags	T3Y4		
Persons Responsible	Cindy Ayala, Michelle Bush		

GOAL Goal 2E: Parent and Community Participation**STRATEGY Provide Opportunities for Parent Participation****ACTION STEP Information and Training for Parents**

TASKS 5 of 6 Complete

Bilingual Newsletters and Notices	Completed	Due 5/29/2015
Continue to send newsletters and notices in English and Spanish.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Annual Parent Survey	Completed	Due 5/29/2015
Conduct annual parent survey and use results to amend policies and practices to improve parent involvement and student achievement.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Parent Training	Completed	Due 5/29/2015
Provide parent training on at all parent meetings (Example Common Core, ELD, CELDT).		Cindy Ayala (LEA) , Michelle Bush (LEA)
EL Parent Meetings	In Progress	Due 2/29/2016
Administrators/Teachers meet with parents of long-term English Learners annually to provide guidance in helping their children improve their English and academic learning.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Parent Portal Information	Completed	Due 5/29/2015
Provide information to parents about availability and use of the Parent Portal on district web site; provide information about the California High School Exit Exam (CAHSEE), graduation requirements A-G courses, and 2+2 Program.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Information Regarding Extra Help	Completed	Due 5/29/2015
Provide parents with information about how to access extra help for their children including tutoring, on-line homework help, and tutorials in Spanish		Cindy Ayala (LEA) , Michelle Bush (LEA)

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GOAL Goal 2F: Parental Notification

The LEA will continue to provide required communications to parents in a timely manner.

By May 2015 the LEA will continue to provide __100__% of parents of ELs with the following information regarding their children, in a language parents can understand:

- identification as EL
- program placement options
- program placement notification
- English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used
- academic achievement level
- redesignation information
- at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

STRATEGY Improve knowledge of policies/procedures/programs

Filing Cabinet Count	0
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GOAL **Goal 2G: Services for Immigrant Students**

The LEA will provide high quality Instruction and Support Services to all immigrant students.

By May 2015, enhanced instructional opportunities will be provided to 100% of immigrant students and their families.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

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GOAL Goal 5A: Increase Graduation Rates

Last year Graduation rate was 100%. We will continue to meet state required targets.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

STRATEGY Monitoring and Intervention

Filing Cabinet Count	0
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ACTION STEP Identification of At Risk

Monitor and provide appropriate intervention supports based on student needs.

Status	In Progress 01/20/2012	Filing Cabinet Count	0
Start-End Dates	08/15/2011 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Cindy Ayala, Michelle Bush		

TASKS 0 of 1 Complete

Identification of At Risk Students	In Progress	Due 2/29/2016
High School Principal will meet monthly with counselor to identify students at risk of failing CAHSEE or behind in credits for graduation. Parents of these students will be contacted.		Cindy Ayala (LEA) , Michelle Bush (LEA)

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GOAL **Goal 5B: Decrease Dropout Rates**

English Learner drop-out rate is virtually 0. No goal is stated because this is not an issue.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

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GOAL **Goal 1A: Proficiency in Reading/Language Arts**

This is not a Title III Goal.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	5

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GOAL **Goal 1B: Proficiency in Mathematics**

This is not a Title III Goal.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	4

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

Goal 2C: (AMAO 3-AYP for ELs in English Language Arts)

By June 2013, the percent of English Learners who are proficient in English Language Arts will increase from 36.4% to 60% and meet AYP targets.

AMAO 3-AYP for English Learners in Mathematics

By June 2013, the percent of English Learners scoring at the proficient level in Mathematics will increase from 44.4% in 2010-2011 to 65% by June 2013 and meet AYP targets.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

STRATEGY ELA Strategies, Materials, and Support

Filing Cabinet Count	0
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ACTION STEP Monitoring Strategies and Student Placement

Monitor use of appropriate instructional strategies in ELA for English Learners, and student placement, at least monthly through Walk-Throughs, Leadership and staff meetings, and as part of regular teacher evaluation.

Status	Not Begun 01/20/2012	Filing Cabinet Count	0
Start-End Dates	08/15/2011 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Cindy Ayala, Michelle Bush		

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY ELA Strategies, Materials, and Support

ACTION STEP Monitoring Strategies and Student Placement

TASKS 0 of 5 Complete

Implement LEA Plan	In Progress	Due 8/28/2015
Continue to implement instructional strategies described in the LEA Plan.		
Audit EL Placement	In Progress	Due 8/28/2015
Audit placement of English Learners at the beginning of each year and at the end of first semester after publication of CELDT results.		
ELA Intervention	In Progress	Due 5/29/2015
Provide intervention in English Language Arts. Use parallel support classes and Supplemental Educational Services (SES) at Elementary and Middle Schools for targeted instruction.		
EL Support	In Progress	Due 5/29/2015
Provide additional support to English Learners including redesignated (RFEP) students who experience difficulties with language arts assignments.		
Monitoring Student Progress in ELA	In Progress	Due 5/29/2015
Monitor student progress in English Language Arts on an individual basis at least 6-8 times per year at progress and report card grading periods and twice yearly after district benchmark assessments.		

STRATEGY Math Strategies, Materials, and Support

Filing Cabinet Count 0

ACTION STEP Monitor Strategies and Student Placement

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GOAL Goal 2C: AMAO 3 - AYP for EL Subgroup

STRATEGY Math Strategies, Materials, and Support

ACTION STEP Monitor Strategies and Student Placement

Monitor use of appropriate instructional strategies and student placement at least monthly through Walk-Throughs, Leadership and staff meetings and as part of regular teacher evaluation.

Status	In Progress 01/24/2012	Filing Cabinet Count	0
Start-End Dates	08/15/2010 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Cindy Ayala, Michelle Bush		

TASKS 0 of 5 Complete

Audit Placement and Student Progress	In Progress	Due 5/29/2015
Audit placement and monitor student progress in Mathematics on an individual basis at least 6-8 times per year at progress and report card grading periods and after twice yearly district benchmark assessments.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Additional Math Support	In Progress	Due 5/29/2015
Provide additional support to English Learners including redesignated (RFEP) students who experience difficulties with mathematics assignments.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Math "Rewind" Instruction	In Progress	Due 5/29/2015
Provide Math "Rewind" instruction at Middle School.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Math Intervention	In Progress	Due 5/29/2015
Provide intervention in mathematics. Use parallel support classes, 21st Century After School Program at Middle School, and Supplemental Educational Services (SES) at Elementary and Middle Schools for targeted instruction.		Cindy Ayala (LEA) , Michelle Bush (LEA)
High School Intervention and AP Classes	In Progress	Due 5/29/2015
Provide math intervention and AP classes at High School.		Cindy Ayala (LEA) , Michelle Bush (LEA)

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GOAL **Goal 2C: AMAO 3 - AYP for EL Subgroup**

STRATEGY **Monitoring Systems for Mathematics**

Filing Cabinet Count 0

ACTION STEP Formative Assessment

Leadership Teams will use formative assessment data to monitor and improve student achievement in Mathematics.

Status	In Progress 01/24/2012	Filing Cabinet Count	0
Start-End Dates	08/15/2010 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Cindy Ayala, Michelle Bush		

TASKS 0 of 4 Complete

Benchmark Assessments	In Progress	Due 5/29/2015
Use current benchmark assessments or augment with Renaissance Learning STAR Enterprise benchmarks at Elementary School at least once per month.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Develop Benchmarks	In Progress	Due 5/29/2015
Develop benchmarks including Renaissance Learning STAR Enterprise Benchmarks at Middle and High Schools.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Data Analysis for Instructional Modification	In Progress	Due 5/29/2015
Conduct assessments and analyze assessment data for curriculum modification and re-teaching of concepts.		Cindy Ayala (LEA) , Michelle Bush (LEA)
Quarterly Monitoring	In Progress	Due 5/29/2015
Monitor EL development and academic achievement quarterly. Change instructional settings for students based on data.		Cindy Ayala (LEA) , Michelle Bush (LEA)

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GOAL **Goal 3: Highly Qualified Teachers**

Results from our analysis of the distribution of highly qualified teachers indicate that 100% are highly qualified.

Filing Cabinet Count 0

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GOAL AMAO 3-AYP for English Learners in Mathematics

By September 2015, the percentage of English learners attaining proficiency in Mathematics will increase from 5% as measured by Renaissance.

Filing Cabinet Count 0

STRATEGY II-SIG 14: Professional Development

Monitor student achievement through the use of Renaissance.

Filing Cabinet Count 0

ACTION STEP Assess Students

Assess students in Renaissance four times a year.

Status	In Progress 03/07/2014	Filing Cabinet Count	0
Start-End Dates	03/07/2014 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Cindy Ayala, Michelle Bush		

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GOAL **ELA Proficiency Targets**

(AMAO 3-AYP for ELs in English Language Arts)
By September 2015, the percent of English Learners who are proficient in English Language Arts will increase from 0% to 50% and meet AYP targets.

Filing Cabinet Count 0

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GOAL AMAO 3-AYP for English Learners in Mathematics

By September 2015, the percentage of English learners attaining proficiency in Mathematics will increase from 5% as measured by Renaissance.

Filing Cabinet Count 0

STRATEGY II-SIG 14: Professional Development

Monitor student achievement through the use of Renaissance.

Filing Cabinet Count 0

ACTION STEP Assess Students

Assess students in Renaissance four times a year.

Status	In Progress 03/07/2014	Filing Cabinet Count	0
Start-End Dates	03/07/2014 - 05/29/2015		
Tags	T3Y4		
Persons Responsible	Cindy Ayala, Michelle Bush		

TOTAL PLAN FUNDS:	\$16,004.00
Budgeted	\$16,004.00
Actual	\$0.00

Elementary and Secondary Education Act Local Educational Agency Plan Goal 2 Budget Update

Name of LEA: Denair Unified Fiscal Year: 15/16

Total Title III Allocation: LEP \$ 16,324.00 Immigrant: \$ 2,248

LEP Administrative & Indirect Costs (2%): \$ 320.00 Immigrant Administrative & Indirect Costs: \$ 483.00

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	Designated ELD Designated English Language Development <ul style="list-style-type: none"> • Consistent Implementation of Designated ELD. <ul style="list-style-type: none"> ○ Designated ELD will be taught daily to EL's. ○ Administration will conduct weekly walk-throughs during designated ELL • ELD Standards as Focal Standards <ul style="list-style-type: none"> ○ ELD Standards are used as the focal standards during designated ELD 		

	<ul style="list-style-type: none">• Professional Learning<ul style="list-style-type: none">○ Teachers will receive professional learning on designated ELD in order to incorporate ELD standards into their ELD instruction <p>Goal 2A: AMAO1-Annual Progress Learning English</p> <p>By January 2016, the percentage of English learners leaning English will increase from 52.3% to 54% in order to move toward state defined growth expectations as measured by CELDT.</p> <p>Strategy ELD Instruction</p> <ul style="list-style-type: none">• ELD instruction will occur through designated and integrated ELD. <p>Designated and integrated ELD</p> <ul style="list-style-type: none">• There will be daily-protected time for designated ELD instruction to all English learners using the ELD standards as the focal standards in ways that build into and from content instructions. During integrated ELD, teachers will use the California ELD standards in tandem with the Common Core State Standards ELA/Literacy and other content standards. <p>Monitoring Instruction</p> <ul style="list-style-type: none">• Designated and integrated ELD instruction is monitored by Principal/Superintendent via weekly walkthroughs and lesson plans.		
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	<p>Monitoring ELs</p> <ul style="list-style-type: none"> Individual language plans will be created and monitored for each EL student after analyzing current CELDT scores. 		
<p>Goal 2B: AMAO 2 - English Proficiency</p>	<p>Goal 2B: AMAO2-English Proficiency</p> <p>At-Risk LTEL and LTEL Focus</p> <ul style="list-style-type: none"> There will be a focus on the students who are at risk for becoming long term English learners and those who have already been identified as long term English learners. <p>Identify needs of at-risk LTELS and LTELS</p> <ul style="list-style-type: none"> Through a needs analysis based on CELDT, classroom assessments and performance, teachers anecdotal information and parental input, develop an individual language plan for each student. <p>Creation of ILP</p> <ul style="list-style-type: none"> The process of creating the individual learning plan will begin within the first month of school and will be collaborative. <p>EL Data Analysis</p> <ul style="list-style-type: none"> English learners data will be analyzed by 		

	<p>teachers and administrators.</p> <p>Targeted Data Analysis</p> <ul style="list-style-type: none"> Teachers will analyze CELDT sub scores, years in school, and other district assessments to create a target group to identify the appropriate level of institution. <p>Target List</p> <ul style="list-style-type: none"> Teachers will know who their target students are and what sub group weaknesses each has that have occurred over time. <p>Differentiation</p> <ul style="list-style-type: none"> Teachers will differentiate during designated ELD according to their identified level and area of need. 		
Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts	Supplemental Para Professional Support		\$16, 304.00
Goal 2C: AMAO 3 – AYP in Mathematics			
Goal 2D: High Quality Professional Development	<p>Goal 2D: High Quality Professional Development</p> <p>Professional Learning</p>		

	<ul style="list-style-type: none"> • Observation Tool: Create an observation tool for observing both implementation of ELD standards in tandem with CCSS and other content as well as utilization of effective strategies. • Use Observation Tool: Familiarize staff with the observation tool and schedule bi-monthly observation beginning in January 2016. 		
<p>Goal 2E: Parent and Community Participation</p>	<p>Goal 2E: Parent and Community Participation</p> <p>By June 2016, the LEA will improve and increase parent outreach strategies so that 50% of parents are active participants in the education of their children.</p> <p>Family Involvement</p> <ul style="list-style-type: none"> • Parents and extended family members will become active participants at the school site. <p>Bi-Monthly Parent Meetings</p> <ul style="list-style-type: none"> • Invite parents to monthly educational workshops <p>Collaborative Develop Topics</p> <ul style="list-style-type: none"> • Teachers and DELAC work together to select topics of interest that will increase parent attendance at monthly meetings. 		

Goal 2F: Parental Notification	<ul style="list-style-type: none"> • Personal invitations • School Messenger 		
Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)			
Goal 5A: Increase Graduation Rates			
Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs			LEP \$ 16,324__ IMM \$ 2,248__

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.