

**San Luis Obispo County Office of Education - Consortium Lead
Title III Plan 15-16**

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III) 2015-2016

(Summarize information from district-operated programs and approved school-level plans)

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<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 achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); and • 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>1. a.</p> <ul style="list-style-type: none"> • Systematic ELD instruction using SBE and local board approved ELD core and supplemental materials • SDAIE techniques for access to core instruction • Differentiated instruction <p>b.</p> <ul style="list-style-type: none"> • Purchase of SBE and local board approved textbooks and materials to be used in Alternative Education classrooms • Use CBL to teach ELA <p>c.</p> <ul style="list-style-type: none"> • CELDT scores reviewed • Use of embedded assessments (EDGE, Scholastic English 3D)

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		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p> <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <p>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> <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>d.</p> <ul style="list-style-type: none"> • Parent Notification of identification/assessment is mailed in English and Spanish • Parent/Guardian discussion at enrollment meeting • Parent/Guardian participation in SSC and ELAC <p>2.</p> <ul style="list-style-type: none"> • Use of SBE and local board approved texts and instructional materials for English Learners • CELDT scores and ELD benchmarks • Assess and develop instruction based on student need • Instructional Aides and/or EL Intervention TOSA to preview/review content material for ELs • Publisher provided diagnostic/placement/performance assessments <p>3. All teachers have EL authorization</p> <ul style="list-style-type: none"> • SDAIE training for teachers • Academic Language training for teachers • Professional Development in CCSS for ELA • Professional Development on analysis of student data/student achievement

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		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<ul style="list-style-type: none"> 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; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 		
Allowable Activities	4. Upgrade program objectives and effective instructional strategies.	Yes	If yes, describe: Marzano’s Academic Vocabulary SDAIE
	5. Provide – <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	Yes	If yes, describe: Tutorials – EL TOSA will provide individual and small group instruction to increase access to core curriculum Intensive Instruction – Compass Learning Read 180 English 3D
	6. Develop and implement programs that are coordinated with other relevant programs and services.	No	If yes, describe:

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		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	7. Improve the English proficiency and academic achievement of LEP children.	Yes	If yes, describe: Supplemental ELD instructional materials – Scholastic English 3D Read 180
	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – a. To improve English language skills of LEP children, and b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	Yes	Contract with private non-profit agency for a bilingual-bicultural counselor to family outreach, assist with agency referrals, and to assist parents in helping their child become proficient in English.
	9. Improve the instruction of LEP children by providing for – a. The acquisition or development of educational technology or instructional materials; b. Access to, and participation in, electronic networks for materials, training, and communication; and c. Incorporation of the above resources into curricula and programs.	No	If yes, describe:
	10. Other activities consistent with Title III.	No	If yes, describe:

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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 style="text-align: center; vertical-align: middle;">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> <ul 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; 	<p>1. a.</p> <ul style="list-style-type: none"> • Written policies and procedures are in the English Learner Master Plan • CELDT scores and language proficiency determination • CDE guidelines for EL identification <p>b.</p> <ul style="list-style-type: none"> • Written policies and procedures are in the English Learner Master Plan • CELDT scores and language proficiency determination • CDE guidelines for EL identification • NWEA Reading and Math Assessments • IEP team determination <p>c.</p> <ul style="list-style-type: none"> • Parent Notification and Student Placement Form describes the following program options: SEI, SDAIE, and mainstream academic instruction. The designated program for the student is indicated. <p>d.</p> <ul style="list-style-type: none"> • Core content areas are listed for the respective placement of each student • Written procedures are given to parents

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Required Activity	<p>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;</p> <p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and</p> <p>h. information pertaining to parental rights that includes written guidance detailing –</p> <p style="padding-left: 20px;">i. the right that parents have to have their child immediately removed from such program upon their request;</p> <p style="padding-left: 20px;">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; and</p> <p style="padding-left: 20px;">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>	<p>e.</p> <ul style="list-style-type: none"> • Students will enroll in grade appropriate courses • State and local board adopted texts and instructional materials that support ELA and ELD are used • Language/fluency objectives are included in IEPs <p>f.</p> <ul style="list-style-type: none"> • The exit requirements are specified on the parent notification, along with the expected rate of transition and graduation <p>g.</p> <ul style="list-style-type: none"> • The IEP team discusses all student needs with parents at interim, annual, and triennial meetings in the parents' primary language <p>h.</p> <p>i.</p> <ul style="list-style-type: none"> • Parent Notification Letter (sent in Spanish and English) includes options for placement and are translated into primary language • Interpreters are provided for oral communication with parent <p>ii.</p> <ul style="list-style-type: none"> • Parent Notification Letter includes an option to decline or select another instructional method • Interpreters are provided for oral communication with parent <p>iii.</p> <ul style="list-style-type: none"> • Interpreters are provided for oral communication with parent • Parent explanation is provided in Spanish and English
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<p>Note: Not later than 30 days after the beginning of the school year notifications must be provided to parents of students enrolled since the previous school 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>Notification is provided to parents of student enrolled not later than 30 days after the beginning of the school year.</p> <p>For students who enroll after the first of the year, notification takes place within 2 weeks of placement</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>	<p>Parents are notified if the LEA fails to make progress on the annual measurable achievement objects (AMAOs) not later than 30 days after such failure occurs.</p>

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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:	No	If yes, describe:
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	No	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	No	If yes, describe:
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	No	If yes, describe:

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<p><u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
	<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>	<p>No</p>	<p>If yes, describe:</p>
	<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>	<p>No</p>	<p>If yes, describe:</p>
<p>Allowable Activities</p>	<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>No</p>	<p>If yes, describe:</p>

Elementary and Secondary Education Act

Local Educational Agency Plan Goal 2

Budget Update

Name of LEA: San Luis Obispo COE (Consortium Lead) **Fiscal Year:** 2015-2016
Total Title III Allocation: LEP \$ 13,849 **Immigrant: \$** 0
LEP Administrative & Indirect Costs (2%): \$ 299.78 **Immigrant Administrative & Indirect Costs: \$** 0

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	<ol style="list-style-type: none"> 1. Provide SBE and local board approved textbooks and materials to be used in Alternative Education classrooms 2. Use CBL to teach ELA 3. Tutorials – EL TOSA will provide individual and small group instruction to increase access to core curriculum 4. Intensive Instruction – Compass Learning 5. Purchase Read 180 supplemental materials to support the SBE approved core reading materials used in 1. 	5. Read 180 supplemental materials for ELA/Reading	\$3,387.19
Goal 2B: AMAO 2 - English Proficiency	<ol style="list-style-type: none"> 1. Use CELDT scores and ELD benchmarks to assess and develop instruction based on student need 2. Instructional aides and/or EL TOSA to preview/review content material for ELs 3. Use of publisher provided 	<u>2. Instructional aides Staff Salaries (PVS)</u> <u>6. English 3D materials</u>	<u>2. \$2,098 (PVS)</u> <u>6. \$2,547</u> <u>7. \$100 (CES)</u>

	<p><i>diagnostic/placement/performance assessments</i></p> <ol style="list-style-type: none"> <i>Use of Marzano’s Academic Vocabulary</i> <i>SDAIE</i> <i>Supplemental ELD instructional materials – Scholastic English 3D,</i> <u>Reading teacher will work with EL students to development language and literacy skills (CES)</u> <i>Read 180</i> 	<u>7. Information text and reading material (CES)</u>	
Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts	<ol style="list-style-type: none"> <i>CELDT Scores reviewed</i> <i>Use of embedded assessments</i> 		
Goal 2C: AMAO 3 – AYP in Mathematics			
Goal 2D: High Quality Professional Development	<ol style="list-style-type: none"> <i>SDAIE training for teachers</i> <i>Academic language training for teachers</i> <i>Professional development in CCSS for ELA</i> <i>Professional development on analysis of student data/student achievement</i> <u>Reading teacher will attend professional development covering ELD standards and best practices (CES)</u> 	<u>2. Professional development</u> <u>5. Professional Development (CES)</u>	<u>2. \$2500 (CC)</u> <u>3. \$2568</u> <u>5. \$349 (CES)</u>
Goal 2E: Parent and Community Participation	<ol style="list-style-type: none"> <i>Interpreters are provided for oral communication with parents</i> 		
Goal 2F: Parental Notification	<ol style="list-style-type: none"> <i>Parent notification of identification/assessment is mailed in English and Spanish</i> <i>Parent/guardian discussion at enrollment meeting</i> <i>Parent/Guardian participation in SSC and ELAC</i> 		
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			\$13,849
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