

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.

<p>SCHOOL GOAL # 3</p> <p>All English learners will achieve 1 year's growth as measured by CELDT and AMAO 1.</p> <p>All English learners will re-classify within the expected amount of time as measured by CELDT and AMAO 2a and 2b.</p>	
<p>Grade levels to participate in this goal:</p> <p>All English learners in grades K-8</p>	<p>Anticipated annual performance growth:</p> <p>59% of all ELs achieving annual progress in achieving English (1 year on CELDT proficiency),</p> <p>49% of all ELs who have been in English instruction education programs for 5 or more years reclassifying to Fluent English Proficient (RFEP)</p>
<p>Means of evaluating progress toward this goal:</p> <p>CELDT and locally-developed ELD benchmarks, DRA, Dibels, Language for Learning, Language for Thinking, Reasoning and Writing, Reading Mastery Signature Series, Scholastic Reading Inventory (SRI), and Foundational Reading Assessment (K-2)</p>	<p>Data to be collected to measure academic gains:</p> <p>Local benchmarks quarterly growth</p> <p>CELDT annual growth</p> <p>Grades in content areas</p> <p>Teacher/Parent Input</p> <p>Baseline CAASPP data in Spring 2015</p>

Planned Improvement in Programs for LEP Students and Immigrants (Title III and EIA/LEP)

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122</p> <ul style="list-style-type: none"> <li>☞ Schedule specific supplemental English language development time daily</li> <li>☞ Research and pilot appropriate supplemental ELD materials to improve instruction</li> <li>☞ Design and implement additional ELD assessments</li> </ul>	<p>Principal Teachers</p> <p>July 2016 – June 2017</p>	<p>Purchase of supplemental ELD materials (such as English 3D for 5<sup>th</sup> through 8<sup>th</sup> grade ) and assessments</p>	<p>\$1,500</p>	<p>Title III</p>
<p>2. How the SSD 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> <ul style="list-style-type: none"> <li>☞ Ensure all English learners have daily ELD</li> <li>☞ Provide additional professional development to teachers on needs of EIs and instructional strategies specific to those needs</li> <li>☞ Use ELD benchmarks and CELDT results to analyze student success and plan instruction accordingly</li> </ul>	<p>Principal Teachers English Learner Outreach Coordinator</p> <p>July 2016 – June 2017</p>	<p>Additional Professional development for teachers (SDAIE training) to increase children's English proficiency or substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of such teachers</p>	<p>\$1,757</p>	<p>Title III</p>

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	<p>3. How the SSD will promote parental and community participation in LEP programs</p> <ul style="list-style-type: none"> <li>§§ Provide opportunities for parental and community participation through the English Language Advisory Committee (ELAC) process and the Local Control Accountability Plan (LCAP process)</li> <li>§§ Newsletters and other communications published in English and Spanish</li> <li>§§ Website</li> <li>§§ Second Cup of Coffee for community input (2/month)</li> <li>§§ Back to school nights (1/year)</li> <li>§§ Curriculum Nights for math and reading (2/year)</li> <li>§§ Open House (1/year)</li> <li>§§ Town Hall meetings (3/year)</li> <li>§§ Parent Picnic days (2/year)</li> <li>§§ Bilingual Community Outreach Coordinator</li> </ul>	<p>Principal Teachers Paraprofessionals English Learner Community Outreach Coordinator (COC)</p> <p>July 2016 – June 2017</p>	<p>Supplies, training, flyers, mailings</p>	<p>COC 3 hours/day x 5 days/week = 15hrs/week @ \$12.00/hour = \$180/week = \$7200/school year from Title III</p>	<p>Title III</p>
	<p>4. How the SSD 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"> <li>o English proficiency</li> <li>o Academic achievement in the core academic subjects</li> <li>▣ Hire bilingual instructional para professional support and English Learner Community Outreach Coordinator for the classrooms with English learners</li> </ul>	<p>Principal Teachers Paraprofessionals English Learner Community Outreach Coordinator</p>	<p>2 bi-lingual aides to serve 132 English learners every day (1 primary, 1 intermediate)</p>	<p>4 hours/day x 2aides x , 5 days/week = 40 hours/week @ \$12.00/hour = \$480/week or \$19,200/school year</p>	<p>General Funds</p>

<p>Required Activities</p>	<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students</li> <li>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</li> <li>d. long term effect will result in positive and lasting impact on teacher performance in the classroom             <ul style="list-style-type: none"> <li>☐ Provide specific vocabulary program and training for the teachers and paras</li> <li>☐ Provide collaboration time for academic conversation and analysis of EL student work and achievement data</li> <li>☐ Monitor teacher effectiveness with strategies through walk through and evaluation processes</li> <li>☐ Coach teacher implementation of programs and strategies</li> <li>☐ Involve parents through workshops on how to support their students academically</li> <li>☐ Provide bilingual para support in ASES for help with homework</li> </ul> </li> </ul>	<p>Principal Teachers Paras Outside Consultants</p>	<p>Academic Vocabulary Toolkit training</p> <p>Collaboration time</p> <p>ASES aide time</p>	<p>Training provided with purchase of materials</p> <p>1 hour homework help 5 days/week = 5 hours x \$12.00/hour = \$60.00/week</p>	<p>LCFF Supplemental/Concentration Funds</p>
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Allowable Activities	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
	1. Upgrade to program objectives and effective instructional strategies, if applicable	n/a	n/a	n/a	n/a
	2. Any: <ul style="list-style-type: none"> <li>a. tutorials and academic or vocational education for LEP students and/or</li> <li>b. intensified instruction</li> </ul>	n/a	n/a	n/a	n/a
	3. How programs for English Learners are coordinated with other relevant programs and services	n/a	n/a	n/a	n/a
	4. Any other activities designed to improve the English proficiency and academic achievement of LEP children	n/a	n/a	n/a	n/a
	5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families – <ul style="list-style-type: none"> <li>a. To improve English language skills of LEP children</li> <li>b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children</li> </ul>	Principal, PIQE	Parenting Classes	\$ 2,000	LCFF Supplemental/Concentration Funds
	6. Efforts to improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> <li>a. The acquisition or development of educational technology or instructional materials</li> <li>b. Access to, and participation in, electronic networks for materials, training, and communication</li> <li>c. Incorporation of the above resources into curricula and programs</li> </ul>	n/a	n/a	n/a	n/a
	7. Other activities consistent with Title III or EIA/LEP funds	n/a	n/a	n/a	n/a