

Name of LEA: Alameda Unified School District

Fiscal year: 2015-2016

Total Title III Allocation: LEP \$ 171,906

Immigrant: \$ 40,131

LEO Administrative and Indirect Costs (2%) : **\$2,456**

Immigrant Administrative & Indirect Costs: **\$3,370**

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.*

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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)); ▪ 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>Provide sites with ELD/Literacy coaches (Teachers on Special Assignment) to support implementation of districtwide ELD program</p>	<p>Adelita Martinez-14 coaches hired 6/2015</p>	<p>Certificated salaries and benefits</p>	<p>\$1,177,080</p>	<p>LCFF Supplemental</p>
		<p>Provide targeted Title I students and English Learners the opportunity to extend their learning during 4-week summer school. Includes math camps offered in collaboration with Math Initiative.</p>	<p>Adelita Martinez-Summer 2016</p>	<p>Certificated Salaries and Benefits Classified Salaries and Benefits Materials and Supplies Professional Services</p>	<p>\$84,070</p>	<p>LCFF Supplemental</p>
		<p>Targeted FTE to support English Learners – FTE allocations for ELD and Fusion sections above base allocation, allowing for lowered class sizes and proficiency-based scheduling.</p>	<p>Adelita Martinez- Steven Fong</p> <p>2015-2016 school year</p>	<p>Certificated Salaries and Benefits</p>	<p>\$683,400</p>	<p>LCFF Supplemental</p>
	<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>K-8 implementation of School Smarts program Parent/Guardian engagement program that brings parents/guardians together for a 7-week course teaching</p>	<p>Claudia Medina</p> <p>2015-2016 school year</p>	<p>Classified Salaries and Benefits Materials and Supplies</p>	<p>\$60,033</p>	<p>LCFF Supplemental</p>

		<p>strategies for helping students to succeed in school</p> <hr/> <p>Centralized translation services supporting development of documents and resources in languages other than English. Provide translation of key documents and collaborate with sites to determine additional translation needs</p> <hr/> <p>Family Literacy/Math Nights</p>	<p>Adelita Martinez and Laura Lino</p> <p>2015-2016 school year</p> <hr/> <p>Adelita Martinez</p> <p>Fall 2015, Spring 2016</p>	<p>Classified Salaries and Benefits Professional Services</p> <hr/> <p>Materials and supplies</p>	<p>\$37,675</p> <hr/> <p>\$4,000</p>	<p>Title III - Immigrant</p> <hr/> <p>Title III - Immigrant</p>
	<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>Professional development to support the implementation of Systematic ELD and overall ELD program. Provide high-quality PD to ELD/Literacy coaches and all classroom teachers to support implementation of Systematic ELD curriculum</p>	<p>Adelita Martinez/EL Achieve</p> <p>Cohort II Fall 2015</p> <p>Cohort III Winter 2015-2016</p>	<p>Certificated Salaries and Benefits Materials and Supplies Professional Services Travel and Conference</p>	<p>\$15,300</p> <p>\$168,536</p>	<p>LCFF Supplemental</p> <p>(Contingent upon allocation) (Title III - LEP)</p>

Planned Improvement in Programs for LEP Students and Immigrants (Title III)(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>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"> 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; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Every site will continue to receive PD on Integrated and Designated ELD.</p> <p>Professional development on Literacy will continue across all grade spans.</p> <p>Professional development for K-5 on Math Number Talks will continue with coaching support for implementation.</p> <p>Coaches will support the implementation of Designated (Systematic) ELD with teachers who attended Cohort I.</p> <p>There will be a Cohort II and III of Systematic ELD for Elementary teachers.</p> <p>Secondary ELD teachers will attend Secondary Systematic ELD.</p> <p>Secondary teachers will attend Cohort I of Constructing Meaning training along with the site coaches.</p> <p>Coaches will attend a Trainer of Trainers for Systematic ELD and Constructing Meaning.</p>

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No Yes	If yes, describe: We have drastically changed our model for 2015-2016 school year with coaches at every site. All secondary students will have access to ELD by proficiency levels.
		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: 2 of our secondary sites have a Newcomer program. This summer we have 200 English Learners enrolled in our Summer Enrichment Academy. The Academy will continue next summer. Many of our sites are implementing an intervention program for students that are extremely behind in reading. We also have a LEAPS after school program at many of the school sites in which many of our ELs attend.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: We have been using Inquiry by Design with our 3-12 th grade teachers. In the 2015-2016 school year, the Literacy coaches will look at this through the lens of ELs and offer coaching support to align Inquiry by Design to the CCSS ELD standards and the Framework.

	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes	<p>If yes, describe: We will ensure that teachers can assess groups of students for instruction using English proficiency levels. Assure that teachers have a foundational understanding of pedagogy and practice of language acquisition through Systematic ELD training and additional ADEPT training.</p> <p>Professional development will be focused on understanding the new ELD Standards in tandem with CCSS ELA and identify the teaching practices that will support effective delivery of designated ELD time for each English proficiency level.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes or No Yes</p>	<p>If yes, describe: Family Literacy/Math Nights LCAP evening input sessions for parents across the district and on Saturdays for parents that work. DELAC and ELACs have focused on this as well. Parent Advisory Council District Advisory Council</p>
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes or No Yes</p>	<p>If yes, describe: We are in the process of hiring a coordinator of Technology to support this work. We have also purchased many technology programs that are being used across the district to support both Literacy and Mathematics.</p>

	10. Other activities consistent with Title III.	Yes or 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>
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Required Activity	<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>AUSD will support the translation and interpreters to help parents attend parent conferences that highlight EL students achievement in core content areas and progress toward reclassification. If students are not making progress parents will be informed of interventions that have been planned to improve their performance.</p> <p>AUSD completed the development of the ELL Master Plan and established procedures for training and implementation of the core instructional program components that are offered to ELLs in the district which include the Structured English Immersion(SEI) and Mainstream English (ME) programs.</p> <p>We have district forms that go to each parent after students are identified as ELs. They include what is noted in the column to the left. We also provide parent consultation for new parents to the district.</p> <p>We also inform parents at the ELAC and DELAC regarding the EL path, reclassification, and two year monitoring.</p> <p>Parents of Newcomers are given the option to have their child attend our Newcomer program.</p> <p>We are in the process of creating reclassification criteria for ELs with disabilities, specifically moderate to severe. The Special Education department and the EL Department have been working closely to ensure that there are modifications, alternate assessments listed on the IEPs of students that need them. We have also been working to ensure that the IEP has a linguistic goal for all ELs with disabilities.</p> <p>All initial referrals for Special Education will have a Special Educational expert as well as and EL expert on the SST team.</p>
	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	

<p style="text-align: center;">Required Activity</p>	<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>This is already in place.</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>		

Plans to Provide Services for Immigrants

<p>IF 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>Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No</p>	<p>If yes, describe: K-8 implementation of School Smarts program a Parent/Guardian engagement program that brings parents/guardians together for a 7-week course teaching strategies for helping students to succeed in school. Family Literacy and Math nights. DELAC and ELAC focus on CCSS: Integrated and Designated ELD</p>
	<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>	<p>Yes or No</p>	<p>If yes, describe: We have teacher aides that are also going through Systematic ELD training along with their teacher teams. This will continue next year. Instructional aides at the secondary will attend Constructing Meaning with teachers in the Fall as well.</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No</p>	<p>If yes, describe: This summer we had 200 ELs attend summer school. We have 3 classes specifically for Newcomers. We have an after school LEAPS program across the district.</p>

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No Yes	If yes, describe: We are implementing software programs in our Newcomer Program. Professional Development for EL teachers will be provided through a blended-learning model. Utilizing webinars and remote-learning, as well as coaching and face-to-face meetings to maximize both time and resources
	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 or No	If yes, describe: We have purchased bilingual dictionaries for all of our Newcomers and ELs that need them. For summer school we provided bus services for our students which included many Newcomers and immigrant students.
	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:	Yes or No	If yes, describe: Parent and community members will have access to EL performance data . Parents of ELs will be aware of their child's progress and EL status as described in CELDT and other district formative assessments such as the ADEPT. AUSD holds regular data talks at DELAC and ELAC meetings for parents of ELs in which district wide and school wide data is shared on the achievement and English proficiency of EL students is shared and analyzed. Parent input on program effectiveness and suggestions on how to use data to better inform instructional decisions are collected.

Allowable Activities	<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 or No</p>	<p>If yes, describe:</p> <p>Through School Smarts El parents will have the opportunity to attend seven two-hour sessions where they learn more about how to help their children in school, how to become more involved at school, and how to interpret and analyze student achievement scores. Sessions also cover topics such as understanding and navigating the California education system, which is of particular value to parents who didn't complete high school or who didn't attend school in the United States. Academy presentations and materials are available in English, Spanish and Cantonese, Vietnamese and Tagalog.</p>
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