

**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)**

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

Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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<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"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul> <p>YCUSD will continue to provide high quality, research-based ELA/Literacy and ELD instruction to all English learners. The District’s current ELD instructional model is being redesigned to better align with the new CA ELA/ELD Framework and the CA ELD standards. Our comprehensive approach will be structured to include both Integrated and Designated ELD instruction daily. During Designated ELD, teachers will focus on the ELD Standards to build connections to content instruction in order to assist students in increasing content proficiency. During core instruction, teachers will use the ELD standards to support students’ participation and access to rigorous content.</p> <p>In the spring of 2016, YCUSD will conduct the review and adoption of State approved ELA and ELD curricula. Teachers and administrators will collaborate to identify the curricula that will best meet the needs of all students. Programs will be evaluated based on their instructional approaches for English learners and LTELs. After adoption by the Governing Board, the new ELA and ELD curricula will be purchased for implementation beginning in the 2015-16 school year.</p> <p>Formative and summative Reading/Language Arts assessments and the annual CELDT will continue to be used to measure the increase in EL students English Proficiency. Core assessments along with CSSPP ELA and Math assessments will be used to determine the increase in the students academic achievement. YCUSD administrators, teachers, and instructional coaches use Illuminate (a data management system) reports to analyze and evaluate the progress of all student, including English learners. Teachers will analyze CELDT sub-scores, years in school and other district assessments to identify the appropriate level of instruction. Teachers will differentiate during both content instruction and Designated ELD according to students' identified levels and areas of need.</p>	<p>Coordinator of Instructional Programs; Coordinator of Secondary Education; Deputy Superintendent</p>	<p>Supplemental curriculum for LTELs</p> <p>Supplemental curriculum for ELs</p>	<p>75,000</p> <p>25,000</p>	<p>Title III</p> <p>LCAP Supplemental</p>
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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"> <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.</li> </ul> <p>YCUSD teachers will continue to participate in extensive professional learning opportunities to increase their knowledge of effective, research-based instructional strategies which will accelerate the English language acquisition and academic achievement of EL students. Professional development opportunities will include staff meetings, grade-level meetings, passport sessions, summer institutes, and full-day release professional learning sessions. Through numerous training opportunities district staff will continue to develop sound understanding of the new CA ELA/ELD Framework and the CA ELD Standards. Professional learning will focus on the implementation of the ELD standards in tandem with other content area standards and include the following elements: active engagement strategies, checking for understanding, using the gradual release of responsibility model, and structured student interaction to support instruction in all content areas.</p> <p>YCUSD administrators continue to participate in professional development that focuses on effective supervision of instruction. This includes an emphasis on the regular presence of site administrators in the classrooms in order to provide feedback to teachers to reinforce or refine instructional strategies and content instruction. Additionally, YCUSD administrators continue to participate in professional learning communities focused on increasing their understanding of research-based ELD and SDAIE instructional strategies, with an emphasis on increasing achievement levels for Long Term English Learners (LTELs). YCUSD has created an observation tool that focuses on the implementation of ELD standards in tandem with CA State standards and other content as well utilization of effective instructional strategies. The observation template has been introduced and discussed at the admin PLCs and will continue to be implemented during classroom observations that will be conducted at regular intervals.</p> <p>YCUSD will continue to actively monitor the progress of English learners. 2013-14 Title III accountability data shows that over 60% (63.8) of YCUSD English Learners made annual progress in learning English. This exceeded the state target by 4.8% based on 2014-14 AMAO 2 accountability data 51.7% of English Learners who have been in US schools for 5 or more years attained English proficiency by the end of 2013-14. This exceeded the federal and state target by 2.7%. Of the English Learners that have been in US schools for less than 5 years, 29.8% attained English Proficiency by the end of 2013-14. This exceeded the target by 7%.</p>	Coordinator of Instructional Programs; Coordinator of Secondary Education; Deputy Supt.	Sacramento County Office Of Education contract for assistance with PD	93,750	Title III
			Site Administration PD	25,000	Title II

Allowable Activities	4. Upgrade program objectives and effective instruction strategies. <b>Yes or No? If yes, describe:</b>				
	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. <b>Yes or No? If yes, describe:</b>				
	6. Develop and implement programs that are coordinated with other relevant programs and services. <b>Yes or No? If yes, describe:</b>				

	7. Improve the English proficiency and academic achievement of LEP children. <b>Yes or No? If yes, describe:</b>				
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	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	<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>Yes or No? If yes, describe:</b></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>Yes or No? If yes, describe:</b></p>				
	<p>10. Other activities consistent with Title III.</p> <p><b>Yes or No? If yes, describe:</b></p>				

**Plans to Notify and Involve Parents of Limited-English-Proficient Students**

<p><b>Parents of Limited-English-Proficient students must be notified:</b> 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>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</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"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</li> <li>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;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>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;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ol>	<p>It is the goal of the YCUSD community to intensify parent outreach efforts in order to increase the active participation of parents of English learners in the educational programs of their children. Parents and extended family will be provided multiple opportunities to become active participants both at the district and site levels. District staff will collaborate with parents to identify topics of interest that will increase parent attendance at the District English Learner Advisory Committee (DELAC) and site English Learner Advisory Committee (ELAC) meetings. YCUSD will continue to provide clear and timely parent communication translated into appropriate languages.</p> <p>Upon enrollment parents complete a Home Language Survey (HLS). If a language other than English is reported, students are assessed for initial identification using the California English Language Development Test (CELDT). Within 30 calendar days, parents are notified of their child's assessment results, English Learner identification, and program placement.</p> <p>Annually, within 30 days of the first day of school, parents of English Learners are notified by letter regarding the placement of their child. This letter explains how the program will specifically help their child attain English proficiency through both Integrated and Designated ELD instruction, the duration of the program, protected time for Designated ELD, the expected rate of transition from one EL program to another, the specific exit requirements, and the parents' rights. Details related to all YCUSD EL programs are included on the back of the letter for parent information. Additionally, parent rights related to declining EL services for their child are clearly explained.</p> <p>The needs of EL Students with disabilities are identified and discussed during the annual Individual Education Plan (IEP) meetings. Each student's IEP identifies goals and mandates services they will receive, including EL services.</p>	<p>Coordinator of Instructional Programs; Coordinator of Secondary Programs; Deputy Supt.</p>	<p>Parent Surveys</p>	<p>2,500</p>	<p>hasLCA P</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activity	<ul style="list-style-type: none"> <li>h. information pertaining to parental rights that includes written guidance detailing –               <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>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;</li> <li>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.</li> </ul> </li> </ul>					
<p><b>Note:</b> 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><b>LEA Parent Notification Failure to Make Progress</b> 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><u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) ).</p>		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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: <b>Yes or No? If yes, describe:</b></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>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>					

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:					
	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:					
	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:					