

No Child Left Behind Act of  
2001

**LOCAL EDUCATIONAL AGENCY**  
**PLAN Signatures and Assurances**

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LEA Plan Information:

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Name of Local Educational Agency (LEA): San Gabriel Unified

County/District Code: 19-75291

Dates of Plan Duration (should be five-year plan): July 1, 2003 to June 30, 2008  
On-going updates

Date of Local Governing Board Approval: March 19, 2003 (Original)

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District Superintendent: David Yoshihara, Ed.D

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Address: 408 Junipero Serra Dr. City: San Gabriel Zip code: 91776

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Phone: 626-451-5400

Fax: 626-285-3206

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Signatures (Scan this signed and dated document into CAIS. Retain the signed original on file).

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The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program-specific assurances included in the attached document for all federal and state categorical programs for which this LEA is receiving funds, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan are on file, including signatures of any required external provider.

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Printed or typed name of Superintendent	Date	Signature of Superintendent
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Printed or typed name of Board President	Date	Signature of Board President
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**LEA Revision – January 18, 2017**

District Superintendent Dr. John Pappalardo

Board President: Mr. Andrew Ammon

**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)

**Please note:** The format for The Title III LEA Plan Performance Goal 2/All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics/ was revised by California Department of Education in September 2016.

CDS Code: 19-75291  
 LEA Name: San Gabriel Unified School District  
 Title III Improvement Status: YEAR 4  
 Fiscal Year: 2016-17  
 EL Amount Eligibility: 166,385  
 [170,587.00 (CDE-revised December 09, 2016)] + [235,013.40 (LEA-restored December 16, 2016)] = 405,600.40  
 Immigrant Amount Eligibility: 10,823 (CDE-revised December 09, 2016)

**Plan to Provide Services for English Learner Students**

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.	
<b>How the LEA will:</b>	
A. Required Content	<p>Implement programs and activities in accordance with Title III</p> <p>By providing K-12<sup>th</sup> high-quality scientifically-based language instruction educational programs, professional development opportunities and other services to increase:</p> <p>(1) English proficiency through rigorous PD to Designated ELD teachers serving EL students who are enrolled in ELD courses and in regular English—including incorporating technology in daily language instruction and interaction;</p> <ul style="list-style-type: none"> <li>• <i>English Language Development Connections</i> K-5<sup>th</sup>/October 2016-June 2017/Trainer: Orange County Department of Education</li> <li>• <i>ELD/ELA Standards-Framework K-5<sup>th</sup></i>/August &amp; September 2016/Trainers: SGUSD TOSAs and Director of Assessment &amp; Special Projects</li> <li>• <i>Sheltered Instruction Observation Protocol SIOP® - Lesson Preparation Coaching for 90 participants/In-depth Training for TOSAs and Administrators</i> K-12<sup>th</sup>/June 2016-May 2017/Trainers: Pearson’s Consultants</li> <li>• Purchase <i>SBE-adopted Program 5 Specialized ELD Curriculum for LTEL Intervention</i> (4<sup>th</sup>-8<sup>th</sup>) January 2017- June 2017</li> </ul> <p>(2) Student academic achievement in the core academic subjects through rigorous PD to content teachers to provide Integrated ELD in English, Math, Science, and History-Social Science periods—including incorporating technology in daily language instruction and interaction;</p>

- *ELD/ELA Standards-Framework K-5<sup>th</sup>*/August & September 2016/Trainers: SGUSD EL TOSAs and Director of Assessment & Special Projects
  - *Sheltered Instruction Observation Protocol SIOP®* K-12<sup>th</sup>/June, August & October 2016/Trainers: *Pearson's* Consultants
  - *Mentoring Matters—Laura Lipton & Bruce Wellman*/K-12<sup>th</sup>/March-June 2017/Trainers: Director of San Gabriel Valley Induction Consortium
- (3) Certificated staff competency in promoting a culturally responsive environment for EL students;
- *Culturally Responsive Pedagogy*/September 2016/Trainers: SGUSD EL TOSAs and Director of Assessment & Special Projects
- (4) Authentic and relevant communications with parents of English learners through ELAC and DELAC activities;
- *HOLA Language Services®*/March 2017/Trainer: Leslie Padilla Williams/holang.com
  - *California Association for Bilingual Education – Various Workshops*/March 2017/Various Presenters
- (5) District-wide and site-specific accountability for EL students meeting English fluency and grade-level standards;
- *Leadership Council Training: 2015-16 Data Presentation*/August 2016/Trainer: Dr. Gary Carnow, CEO Inventive Thinkers
  - *Federal Program Monitoring/English Learner Programs and Services*/September-December 2016/Trainers: SGUSD EL TOSAs and Director of Assessment & Special Projects
  - *Development of SGUSD's Master Plan for Programs and Services for English Learners*/November 2016/To be submitted to District English Learners Advisory Committee for Input/Approval and to SGUSD Board of Education for adoption.
- (6) Efficiency in funding programs and services for EL students—including aligning *all* funding sources supporting EL needs while vigilantly maintaining the supplemental compliance requirement of Title III funding;
- Coordinate with district/site staff to align *all* funding objectives in the Single Plan for Student Achievement SPSA, District Local Control and Accountability Plan LCAP, Local Educational Agency (Title I-Part A) LEA Plan, and
- (7) EL progress in meeting A-G UC/CSU graduation rates, AP participation and passing rates, district graduation rates, and meeting CAASPP benchmarks in SBAC ELA and Math.
- Continue to collaborate with LA County Office of Ed, district and site staff to investigate barriers to EL progress meeting A-G UC/CSU graduation rates, AP participation and passing rates, district graduation rates, and meeting CAASPP benchmarks in SBAC ELA and Math. (This goal is Action 1.1/SGUSD LCAP 2016-17/GOAL ONE.)
  - Develop a 3-year plan to improve EL progress to match or exceed LA County and California. (This goal is Action 1.2/SGUSD LCAP 2016-17/GOAL ONE.)

(How the LEA will) use the sub-grant funds to meet all accountability measures including:

- (1) Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures;
- Continues adopting K-5<sup>th</sup> ELD curriculum (*Benchmarks Advanced®*) including training and classroom piloting.
  - Continues to provide focused Designated ELD instruction using SGUSD Board's approved ELD curriculum, i.e., *Avenues®* (K-5<sup>th</sup>) and *Language!®* (6<sup>th</sup>-8<sup>th</sup>).
  - Continues working with 9<sup>th</sup>-12<sup>th</sup> ELD Team to identify, acquire/upgrade curricula as well as assessment of ELD progress.
  - Implements *new* TK-5<sup>th</sup> Progress Report showing whether EL students are making progress in ELD and are on target to be reclassified in a timely manner (per CDE Title III-Accountability Reports (<http://dq.cde.ca.gov/dataquest/t3/t3ra.aspx?cds=1975291000000&yr=2014-15>))
- (2) Coordinating current EL programs and services with other relevant district core programs and services;
- (3) Implementing all initial/annual identification procedures to correctly identify and place EL students;
- Re-train front office staff on proper administration of the Home Language Survey to ensure accurate completion.
  - Conduct Initial and Annual CELDT assessment to properly determine the level of English language proficiency of students who are limited English proficient.
  - CELDT assessments will be conducted only by appropriately trained and authorized test administrators.

- Reclassify EL students who have met district’s RFEP-reclassification criteria in a timely manner.
  - Maintain and update CELDT and other EL-related information (home language, previous district’s language status, etc.) in the district’s database (AERIES®) to ensure accurate CALPADS© reporting.
- (4) Collaborating with federal, state, county and local EL service providers to be up-to-date with changes in legal requirements and academic expectations;
- Continues to attend and collaborate with federal (U.S. Department of Justice/Office for Civil Rights), state (California Department of Education) and county (Los Angeles County Office of Education) service providers to maintain up-to-date with legal changes and academic expectations.
- (5) Providing technical support to sites—including non-public schools—to create and deliver high quality ELD programs and services (Designated and Integrated);
- Provide site specific training for all staff to create, maintain, and deliver high quality Designated and Integrated ELD programs:
    - Roosevelt & McKinley/November 2<sup>nd</sup>, 2016/Trainers: EL TOSA and Director of Assessment & Special Projects
    - Wilson & Coolidge/November 9<sup>th</sup>, 2016/Trainers: EL TOSA and Director of Assessment & Special Projects
    - Jefferson/October 31<sup>st</sup>, 2016/Trainers: EL TOSA and Director of Assessment & Special Projects
    - Washington, Del Mar and Gabrielino: TBD
  - Provide technical support to K-5<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup> and 9<sup>th</sup>-12<sup>th</sup> schools to create entrance and exit criteria, placement procedures, and progress monitoring for EL students receiving language instruction in Newcomers, ELD or mainstreamed English programs.
- (6) Holding district and sites accountable to meet ELD progress as measured by Title III Accountability AMAO 1 and 2;
- (7) Holding district and sites accountable to ensure ELs meeting CAASPP participation and standards-met rates in CAASPP/SBAC ELA and Math (AMAO 3); and
- (8) Developing district procedures to correctly identify EL students needing special/intensive services in order to provide appropriate intervention as needed.
- Continue with the development of district procedures to:
    - Correctly identify very limited fluent EL students who might be in needs of specialized services
    - Appropriately reclassify EL students currently receiving specialized services using IEP-approved non-CELDT criterion

- (How the LEA will) hold the school sites accountable by *expecting* the following objectives:
- (1) 80% CELDT level 1-3 EL Learners at each site will improve one level of CELDT fluency by end of June 2017.
  - (2) 70% CELDT level 4-5 EL Learners at each site will have met R-FEP reclassification requirements by end of June 2017.
  - (3) 100% of CDE-identified LTEL of 6-plus years will have met R-FEP reclassification requirements by end of June 2017.
  - (4) 100% of EL students with 504s and/or IEPs who might have met district’s *revised* reclassification criteria to be re-designated as R-FEP by end of June 2017.
  - (5) District-wide EL-to-RFEP reclassification rate to be equal or better as compared to LA County’s and California’s.
  - (6) District-wide EL-cohort comprehensive high school graduation rate to be equal or better as compared to LA County’s and California’s.
  - (7) District-wide EL comprehensive high school graduates meeting A-G UC/CSU requirements rate to be equal or better as compared to LA County’s and California’s.
  - (8) District-wide EL comprehensive high school 11<sup>th</sup> graders meeting SBAC-based Early Admission Program rate to be equal or better as compared to LA County’s and California’s.

	(How the LEA will) promote parental and community participation in programs for ELs by implementing community participation programs, family literacy services, and parent outreach and training activities to EL children and their families to:
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(1) Improve the English language skills of EL children; and

(2) Assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
B. Required Content	<p>Provide high quality language instruction by providing the following professional developments:</p> <ul style="list-style-type: none"> <li>• <u>English Language Development Connections K-5<sup>th</sup></u>/October 2016/Trainer: Orange County Department of Education</li> <li>• <u>ELD/ELA Standards-Framework K-12<sup>th</sup></u>/August &amp; September 2016/Trainers: SGUSD TOSAs and Director of Assessment &amp; Special Projects</li> <li>• <u>Develop, Pilot and Implement SGUSD ELD Assesemnt/Progress Monitoring Instrument TK-12<sup>th</sup></u>/April-August 2017/SGUSD TOSAs &amp; Director of Assessment &amp; Special Projects</li> <li>• Continue to collaborate with LA County Office of Ed, district and site staff to investigate barriers to EL progress meeting A-G UC/CSU graduation rates, AP participation and passing rates, district graduation rates, and meeting CAASPP benchmarks in SBAC ELA and Math. (This goal is Action 1.1/SGUSD LCAP 2016-17/GOAL ONE.)</li> <li>• Develop a 3-year plan to improve EL progress to match or exceed LA County and California. (This goal is Action 1.2/SGUSD LCAP 2016-17/GOAL ONE.)</li> </ul>	<p>Quoc Tran Assessment &amp; Special Projects</p> <p>Gail Calhoun Induction and EL Programs</p> <p>Anna Navarro EL Programs</p>	<p><u>English Language Development Connections K-5<sup>th</sup></u>/October 2016- June 2017/Trainer: Orange County Department of Education ** Contract/ Consultant: 5000-5999 ** Materials: 4000-4999</p> <p>----- <u>ELD/ELA Standards-Framework K-12<sup>th</sup></u>/August &amp; September- December 2016/Trainers: SGUSD TOSAs and Director of Assessment &amp; Special Projects ** Contract/ Consultant: 5000-5999 **</p>	<p>[16,000+ 50,013.40=]</p> <p>66,013.40</p> <p>7,800</p> <p>5,000</p>	<p>Title III-EL</p> <p>Title III-EL</p> <p>Title III-EL</p>

			Books& Supplies 4000-4999 **	7,000	Title III-EL
			Personnel/ <b>Sub</b> / Extra Duty Certificated 1000-1999 **	30,000	Title III-EL
			Personnel/ Extra Duty/ Classified 2000-2999 -----	2,000	Title III-EL
			<u>Develop, Pilot and Implement SGUSD ELD Assessment/ Progress Monitoring Instrument TK- 12<sup>th</sup>/April-August 2017/SGUSD TOSAs &amp; Director of Assessment &amp; Special Projects **</u>		
			Contract/ Consultant: 5000-5999 **	808	Title III-EL
			Books& Supplies 4000-4999 **	1,450	Title III-EL
			Personnel/ <b>Sub</b> / Extra Duty Certificated 1000-1999 **	30,000	Title III-EL
			Personnel/ Extra Duty/ Classified 2000-2999 -----	5,500	Title III-EL

	<p>Provide high quality professional development by implementing a 3-year plan beginning in 2016-17 to train <i>all</i> teachers and administrators in:</p> <p>(1) Sheltered Instruction Observation Protocol (SIOP®);</p> <p>(2) CA ELD Standards and ELA/ELD Framework;</p> <p>(3) Culturally Responsive Pedagogy; and</p> <p>(4) CA Standards (Common Core CCSS ELA, ELD, CCSS Math, NGSS Science, CCSS History-Social Science.</p> <ul style="list-style-type: none"> <li>• <u>Sheltered Instruction Observation Protocol SIOP® - Mentoring and Coaching Only-ELD Focused</u> K-12<sup>th</sup>/June, August &amp; October 2016/Trainers: Pearson’s Consultants</li> <li>• <u>Mentoring Matters—Laura Lipton &amp; Bruce Wellman</u>/K-12<sup>th</sup>/March-June 2017/Trainers: Director of San Gabriel Valley Induction Consortium</li> <li>• <u>Culturally Responsive Pedagogy</u>/September 2016/Trainers: SGUSD EL TOSAs and Director of Assessment &amp; Special Projects</li> <li>• <u>California Association for Bilingual Education – Various Workshops</u>/March 2017/Various Presenters</li> <li>• <u>Leadership Council Training: 2015-16 Data Presentation</u>/August 2016/Trainer: Dr. Gary Carnow, CEO Inventive Thinkers</li> <li>• <u>Federal Program Monitoring/English Learner Programs and Services</u>/September-December 2016/Trainers: SGUSD EL TOSAs and Director of Assessment &amp; Special Projects</li> <li>• <u>Development of SGUSD’s Master Plan for Programs and Services for English Learners</u>/November 2016/To be submitted to District English Learners Advisory Committee for Input/Approval and to SGUSD Board of Education for adoption.</li> <li>• Coordinate with district/site staff to align <i>all</i> funding objectives in the Single Plan for Student Achievement SPSA, District Local Control and Accountability Plan LCAP, Local Educational Agency (Title I-Part A) LEA Plan.</li> <li>• <u>Observation Protocol for Academic Literacies® OPAL</u>/January-February, 2017/The Center for Equity for English Learners (CEEL)/Los Angeles County Office of Education – Training for all K-12<sup>th</sup> administrators to attend</li> </ul>	<p>Quoc Tran Assessment &amp; Special Projects</p> <p>Gail Calhoun Induction and EL Programs</p> <p>Anna Navarro EL Programs</p>	<p><u>Sheltered Instruction Observation Protocol SIOP® - Lesson Preparation Coaching for 90 participants/In-depth Training for TOSAs and Administrators</u> K-12<sup>th</sup>/June, August &amp; October 2016/Pearson ** Contract/ Consultant: 5000-5999</p> <p>-----</p> <p><u>California Association for Bilingual Education – Various Workshops</u>/March 2017/Anaheim, CA/Various Presenters ** Travel/ Conferences 7000-7499 **</p> <p>-----</p> <p>Purchase <u>SBE-adopted Program 5 Specialized ELD Curriculum for LTEL Intervention</u> (4<sup>th</sup>-8<sup>th</sup>) January 2017- June 2017</p>	<p>[45,000+ 114,400=]</p> <p>159,400</p> <p>12,500</p>	<p>Title III-EL</p> <p>Title III-EL</p>
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			Books & Supplies 4000-4999	74,802	Title III-EL
<b>C. Required for Year 2</b>	<p><b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b></p> <p>(1) Improving the instruction program for English learners by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures;</p> <p>(2) Coordinating current EL programs and services with other relevant district core programs and services;</p> <p>(3) Implementing all initial/annual identification procedures to correctly identify and place EL students;</p> <p>(4) Collaborating with federal, state, county and local EL service providers to be up-to-date with changes in legal requirements and academic expectations; and</p> <p>(5) Providing technical support to sites—including non-public schools—to create and deliver high quality ELD programs (Designated and Integrated.)</p> <p><b>Please describe the factors contributing to failure to meet desired accountability measures.</b></p> <p><b>(1) Lack of consistent implementation of Designated ELD instruction K-12<sup>th</sup></b></p> <p><b>(2) Lack of consistent implementation of Integrated ELD instruction K-12<sup>th</sup></b></p> <p><b>(3) Lack of consistent research-based EL-focused professional development programs</b></p>				
<b>D. Required for Year 4</b>	<p><b>Goal 2 IPA* for items A-B:</b></p> <p>(1) Improving the instruction program for English learners by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures;</p> <p>(2) Coordinating current EL programs and services with other relevant district core programs and services;</p> <p>(3) Implementing all initial/annual identification procedures to correctly identify and place EL students;</p> <p>(4) Collaborating with federal, state, county and local EL service providers to be up-to-date with changes in legal requirements and academic expectations; and</p> <p>(5) Providing technical support to sites—including non-public schools—to create and deliver high quality ELD programs (Designated and Integrated.)</p> <p><b>Please describe the factors contributing to failure to meet desired accountability measures.</b></p> <p><b>(1) Lack of consistent implementation of Designated ELD instruction K-12<sup>th</sup></b></p> <p><b>(2) Lack of consistent implementation of Integrated ELD instruction K-12<sup>th</sup></b></p> <p><b>(3) Lack of consistent research-based EL-focused professional development programs.</b></p>				
	<p><b>Please describe all required modifications to curriculum, program, and method of instruction.</b></p> <p>(1) Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures;</p> <p>(2) Coordinating current EL programs and services with other relevant district core programs and services;</p> <p>(3) Implementing all initial/annual identification procedures to correctly identify and</p>	<p>Quoc Tran Assessment &amp; Special Projects</p> <p>Gail Calhoun Induction and EL Programs</p>			

	<p>place EL students;</p> <p>(4) Collaborating with federal, state, county and local EL service providers to be up-to-date with changes in legal requirements and academic expectations;</p> <p>(5) Providing technical support to sites—including non-public schools—to create and deliver high quality ELD programs (Designated and Integrated);</p> <p>(6) Holding district and sites accountable to meet ELD progress as measured by Title III Accountability AMAO 1 and 2;</p> <p>(7) Holding district and sites accountable to ensure ELs meeting CAASPP participation and standards-met rates in CAASPP/SBAC ELA and Math (AMAO 3); and</p> <p>(8) Developing district procedures to correctly identify EL students needing special/intensive services in order to provide appropriate intervention as needed.</p> <p>The following activities are proposed for 2016-17:</p> <ul style="list-style-type: none"> <li>• Continues adopting K-5<sup>th</sup> ELD curriculum (<i>Benchmarks Advanced</i>®) including training and classroom piloting.</li> <li>• Continues to provide focused Designated ELD instruction using SGUSD Board’s approved ELD curriculum, i.e., <i>Avenues</i>® (K-5<sup>th</sup>) and <i>Language!</i>® (6<sup>th</sup>-8<sup>th</sup>).</li> <li>• Continues working with 9<sup>th</sup>-12<sup>th</sup> ELD Team to identify, acquire/upgrade curricula as well as assessment of ELD progress.</li> <li>• Implements <i>new</i> TK-5<sup>th</sup> Progress Report showing whether EL students are making progress in ELD and are on target to be reclassified in a timely manner (per CDE Title III-Accountability Reports (<a href="http://dq.cde.ca.gov/dataquest/t3/t3ra.aspx?cds=19752910000000&amp;yr=2014-15">http://dq.cde.ca.gov/dataquest/t3/t3ra.aspx?cds=19752910000000&amp;yr=2014-15</a>))</li> <li>• Coordinating current EL programs and services with other relevant district core programs and services</li> <li>• Re-train front office staff on proper administration of the Home Language Survey to ensure accurate completion.</li> <li>• Conduct Initial and Annual CELDT assessment to properly determine the level of English language proficiency of students who are limited English proficient.</li> <li>• CELDT assessments will be conducted only by appropriately trained and authorized test administrators.</li> <li>• Reclassify EL students who have met district’s RFEP-reclassification criteria in a timely manner.</li> <li>• Maintain and update CELDT and other EL-related information (home language, previous district’s language status, etc.) in the district’s database</li> </ul>	<p>Anna Navarro</p> <p>EL Programs</p>			
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	<p>(AERIES®) to ensure accurate CALPADS© reporting.</p> <ul style="list-style-type: none"> <li>• Continues to attend and collaborate with federal (U.S. Department of Justice/Office for Civil Rights), state (California Department of Education) and county (Los Angeles County Office of Education) service providers to maintain up-to-date with legal changes and academic expectations.</li> <li>• Providing technical support to sites—including non-public schools—to create and deliver high quality ELD programs and services (Designated and Integrated);</li> <li>• Provide site specific training for all staff to create, maintain, and deliver high quality Designated and Integrated ELD programs:  Roosevelt &amp; McKinley/November 2<sup>nd</sup>, 2016/Trainers: EL TOSA and Director of Assessment &amp; Special Projects  Wilson &amp; Coolidge/November 9<sup>th</sup>, 2016/Trainers: EL TOSA and Director of Assessment &amp; Special Projects  Jefferson/October 31<sup>st</sup>, 2016/Trainers: EL TOSA and Director of Assessment &amp; Special Projects  Gabrielino HS/October 12<sup>th</sup>, 2016/Trainer: Induction and EL TOSA  Washington, Del Mar: TBD</li> <li>• Provide technical support to K-5<sup>th</sup>, 6<sup>th</sup>-8<sup>th</sup> and 9<sup>th</sup>-12<sup>th</sup> schools to create entrance and exit criteria, placement procedures, and progress monitoring for EL students receiving Designated ELD/language instruction in Newcomers, ELD or mainstreamed English programs.</li> <li>• Holding district and sites accountable to meet ELD progress as measured by Title III Accountability AMAO 1 and 2;</li> <li>• Holding district and sites accountable to ensure ELs meeting CAASPP participation and standards-met rates in CAASPP/SBAC ELA and Math (AMAO 3); and</li> <li>• Developing district procedures to correctly identify EL students needing special/intensive services in order to provide appropriate intervention as needed.</li> <li>• Continue with the development of district protocols/procedures to:  Correctly identify very limited fluent EL students who might be in needs of specialized services  Appropriately reclassify EL students currently receiving specialized services using IEP-approved non-CELDT/ELPAC criterion</li> </ul>				
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LEAs receiving or planning to receive Title III EL funding may include allowable activities.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>Describe all allowable activities chosen by LEA relating to:</b> Supplementary services as part of the language instruction program for EL students</p> <p><b>** Provide high quality professional development by implementing a 3-year plan beginning in 2016-17 to train all teachers and administrators in:</b></p> <p>(1) Sheltered Instruction Observation Protocol (SIOP©);</p> <p>(2) CA ELD Standards and ELA/ELD Framework;</p> <p>(3) Culturally Responsive Pedagogy; and</p> <p>(4) CA Standards (Common Core CCSS ELA, ELD, CCSS Math, NGSS Science, CCSS History-Social Science.</p> <p><b>** Improving the language instruction program for English learners by:</b></p> <p>(1) Identifying, acquiring, and upgrading supplemental curricula, instruction materials, educational software, and assessment procedures;</p> <p>(2) Coordinating current EL programs and services with other relevant district core programs and services;</p> <p>(3) Implementing all initial/annual identification procedures to correctly identify and place EL students;</p> <p>(4) Collaborating with federal, state, county and local EL service</p>	<p>Quoc Tran Assessment &amp; Special Projects</p> <p>Gail Calhoun Induction and EL Programs</p> <p>Anna Navarro EL Programs</p>	<p><b>167,260</b> + <b>235,013.40</b> Restoration (Dec 16, 2016) = <b>402,273.40</b></p>	<p><b>402,273.40</b></p>	<p>Title III EL</p>

	providers to be up-to-date with changes in legal requirements and academic expectations; and (5) Providing technical support to sites—including non-public schools—to create and deliver high quality ELD programs (Designated and Integrated.) (6) Implementing community participation programs, family literacy services, and parent outreach and training activities to EL children and their families.				
<b>F. EL Overall Budget</b>		EL 2% for Administrative/Indirect Costs:		<b>3,327</b> (0.83%)	
		EL Estimated Costs Total:		<b>402,273.40</b> (99.17%)	

### Plan to Provide Services for Immigrant Students

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>Describe all allowable activities chosen by LEA relating to:</b> Enhanced instructional opportunities to immigrant students and their families by providing services to support:  (1) Parent training and community outreach showing parents the <ul style="list-style-type: none"> <li>• Importance of school attendance</li> <li>• EL identification and placement procedures</li> <li>• English language instruction and access to core programs</li> <li>• Process and requirements of EL-to-RFEP reclassification</li> <li>• A-G UC/CSU</li> </ul>	Quoc Tran Assessment & Special Projects  Gail Calhoun Induction and EL Programs  Anna Navarro EL Programs	<u><i>HOLA Language Services</i></u> @/March 2017/ Trainer: Leslie Padilla Williams/ holalang.com Contracts/Consultants: 5000-5999	<b>9,200</b>	Title III Immigrant

	<p>graduation requirements</p> <ul style="list-style-type: none"> <li>• Current language census of EL students</li> <li>• Graduation requirements</li> <li>• Roles and Responsibilities to support site governance efforts</li> <li>• <i>HOLA Language Services</i>®/March 2017/Trainer: Leslie Padilla</li> </ul> <p>Williams/holalang.com</p> <p>(2) Identification and acquisition of supplemental educational materials and technology</p>				
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