

Year 2



Year 4

Title III

Guidance for Local Educational Agencies Not Meeting Annual Measurable Achievement Objectives for Two or Four Years 2012–13

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Section 1: Introduction to Title III Accountability Requirements

Introduction

In accordance with the Elementary and Secondary Education Act (ESEA) Act of 2001, local educational agencies (LEAs) that have failed to meet Title III Annual Measurable Achievement Objectives (AMAOs) for two or four consecutive years are subject to sanctions pursuant to ESEA Title III requirements, Public Law 107-110, 115 STAT. § 1703, 1704, 1717, 1733 (2002). Since school year 2011-2012, CDE has aligned the requirements for both Year 2 and Year 4 LEAs and produced a single template to address all of the legal requirements and work with CDE's new online plan management tool in the California Accountability and Improvement System (CAIS). All LEAs in Title III accountability status will develop a Title III Improvement Plan that begins with a Needs Assessment, establishes goals and specifies a set of research based strategies, activities and tasks to address needs identified through the Needs Assessment. For LEAs in the second year of not meeting AMAOs, this plan shall specifically address the factors that prevented the LEA from achieving the AMAO targets. LEAs in the fourth year of not meeting AMAOs will ensure that this plan describes **a revision of their curriculum, program, and method of instruction for English Learners** in order to better ensure the LEA achieves AMAO targets.

Vision

The central premise of the Title III Improvement Plan is that the LEA is responsible for improving the educational outcomes of its English learners (ELs). It guides the LEA to provide the leadership, along with the fiscal, human, and technical resources, to fully implement a sound and effective instructional program for all EL students. The LEA's capacity for self-examination and its willingness to implement the systemic changes needed to promote the linguistic and academic achievement of ELs are prerequisites to deep and sustainable educational improvement.

The improvement plan process begins with a thorough Needs Assessment of the current practices and includes a careful analysis of the linguistic and academic performance of ELs in the LEA. Then, LEA staff identify, select and implement strategies that have a high likelihood to bring about dramatic improvements in district and school programs. The ultimate aim of the plan is for the LEA to make systemic changes in the identified areas of concern in order to assure achievement of AMAO targets. As the state's agents of technical assistance in the field, Title III Regional County Office of Education (COE) Leads (see Section 2 below) will support LEAs in the planning, implementation and monitoring of high-leverage strategies, and support the LEAs' efforts to improve instruction and learning for ELs. As the Title III Improvement Plan is implemented, the expectation is that LEAs will put systems in place to ensure that EL achievement improves and that LEA resources are allocated more effectively.

The Title III Improvement Plan provides direction on programmatic and systemic changes needed to reach specific state and district goals. As required under Title III Law, ESEA Act of 2002, Pub.L No. 107-110 STAT. 115 § 1703, 1704, 1717, 1733

(2002), the Title III Improvement Plan must address the AMAO targets that the LEA did not meet.

LEAs in **Year 2** develop an improvement plan for the first time, addressing the **factors that contributed to the LEAs' failure to meet the AMAO targets.**

LEAs in **Year 4** review their Year 2 improvement plan objectives and implementation, and, based on an updated Needs Assessment, rewrite the Year 2 plan to specifically address **changes in curriculum, program and method of instruction for ELs** in order to better ensure achievement of AMAO targets. The Title III Improvement Plan for Year 4 LEAs should specify how modifications to district's curriculum, program, and method of instruction for ELs will be implemented and describe how the LEA will hold itself accountable for results.

LEAs identified under Title III Year 2 or Year 4 must develop and enter all Title III Improvement Plan components in the California Accountability and Improvement System (CAIS). The date by which the LEAs must submit Improvement Plans is 120 calendar days after the public release of the Title III Accountability Report. The CDE outlines the specific requirements for LEAs in Title III improvement status at the following CDE URL: <http://www.cde.ca.gov/sp/el/t3/teamotargets12.asp>.

Section 2: Technical Assistance and the Title III Regional COE Leads

Technical Assistance and Support

The CDE funds designated technical assistance providers within each of the 11 County Superintendents regions. These Title III Regional COE Leads assist identified LEAs with the development, implementation and monitoring of the Title III Year 2 and Year 4 improvement plans to ensure that LEAs meet their Title III AMAO targets in the future. (See Appendix A for a list of the Title III Regional COE Leads by region, and contact information.)

Specifically, the Title III Regional COE Leads assist LEA personnel to examine current strategies and services at both district and school site levels. They provide support to help LEAs do the following:

- Evaluate the effectiveness of current practices.
- Identify needs and prioritize the LEA's major areas of focus.
- Develop and implement strategies and actions that target focus area needs.
- Review improvement plans for quality and appropriateness to identified needs.
- Monitor the LEA's implementation of the improvement plan.
- Present regional training sessions for LEAs in Title III Accountability status.
- Provide individual support to schools and district staff.

The CDE and the California Comprehensive Center (CA CC) at WestEd work closely with Title III Regional COE Leads to coordinate and support their efforts as a technical assistance network; to plan and implement services; and to broker and facilitate technical assistance designed to support LEAs in developing and implementing effective plans.

Title III Regional COE Lead Responsibilities

The following identifies the key responsibilities of the Title III Regional COE Lead in supporting LEAs in addressing Title III accountability requirements.

1. Provide Technical Assistance for Title III Improvement Plan Development and Review of Title III Improvement Plan Quality

Ensure that LEAs have assessed their current program and planned modifications based on an analysis of EL linguistic and academic performance data. This may include completion of analysis tools including, but not limited to, the English Learner Subgroup Self-Assessment (ELSSA), the Academic Program Survey (APS), the District Assistance Survey (DAS), and the Inventory of

Services and Supports (ISS) for students with disabilities, as well as data from other pertinent sources related to educational services and outcomes for ELs. Provide technical support through on-site visits and regional events. Review draft Title III Improvement Plans and provide feedback to LEAs.

- Assist CDE in evaluating submitted Title III Improvement Plans¹.

2. Monitoring of Improvement Plan Implementation

- Monitor plan implementation for each Title III LEA in region via online CAIS plan review, email, phone contact and site visits, and record monitoring and technical assistance activities using CAIS.
- Complete quarterly reports that document technical support to LEAs, and monitor implementation of the Title III Improvement Plan strategies, activities, and tasks, including LEA expenditures.
- Assist LEAs to gather and examine evidence of linguistic and academic achievement gains of EL students as Title III Improvement Plans are implemented.
- Participate in all data collection efforts for evaluation purposes.

¹ Regional COE Leads collaborate with CDE and CA CC staff to evaluate submitted plans, and do not evaluate plans of districts from their own regions.

Section 3: Local Educational Agency Responsibilities under Title III Accountability

Local Educational Agency Responsibilities

The following identifies the key responsibilities of the LEA in addressing Title III accountability requirements.

1. Establish an LEA Team.

LEAs must establish a team of staff members who are district and school leaders with sufficient knowledge and authority to make the systemic changes needed to meet the AMAO targets as described above. ***This work cannot be done by a single individual or by people who are not directly involved in programs and services for ELs.*** Research into effective implementation shows that dissemination of information by itself, implementation by edict, and implementation without changing roles, functions and the behavior of adults in the organization, will not result in effective implementation or improved academic outcomes for students. The team should include personnel such as:

- District Superintendent/Assistant Superintendent
- Title III/EL Program Director or Coordinator
- Categorical Programs Director or Coordinator
- Curriculum and Instruction administrator
- School principals/administrators
- Teachers on Special Assignment (TOSAs) for EL program implementation

2. Designate a Local Educational Agency Lead with responsibility to oversee the development, approval, and implementation of the Title III Improvement Plan.

The local governing board is required to identify an individual on the LEA team to serve as the lead representative (LEA Lead) for Title III Improvement Plan development and implementation. The LEA Lead assumes primary responsibility for the following:

- Coordinate the activities of the LEA team.
- Collaborate with the Title III Regional COE Lead to conduct a Needs Assessment of the current EL program based on the most recent school and district language proficiency and academic achievement data. This includes

submitting a draft of the Needs Assessment to the Regional COE Lead for review and feedback.

- Complete the Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template, Title III Year 2 and Year 4 Improvement Plan Template, Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist, Title III Year 2 and Year 4 Improvement Plan Information, and Title III Year 2 and Year 4 Improvement Plan Assurance. (See hard copies of the document templates in Section 6). When completed and approved, upload them to the Recommended Documents section of the LEA's Title III on-line plan in CAIS.
- Develop and complete (with assistance of the Title III Regional COE Lead) all components of the **Title III Year 2 and Year 4 Improvement Plan off-line**, using the MS Word plan template provided (see Section 6) to match format requirements of CAIS. When completed, and reviewed by your Title III Regional COE Lead, copy and paste the Title III Improvement Plan components into the LEA's on-line plan in CAIS.
- Maintain an up-to-date record of Title III Improvement Plan implementation by entering key progress and completion milestones; notes on plan changes; and relevant deliverables. Attach evidence related to improvement plan implementation in the LEA's on-line plan in CAIS.

3. Participate in Technical Assistance Events.

The LEA team is strongly advised to participate in all state and regional sponsored technical assistance events. In addition, the LEA Lead and team should participate in technical assistance webinars and meetings with their assigned Title III Regional COE Lead.

4. Conduct a Needs Assessment.

Following instructions provided in this document, the LEA *must complete* a Needs Assessment using ELs' linguistic and academic achievement data and other data related to the educational services and outcomes of ELs. A Needs Assessment is the first component of a focused and meaningful plan for improvement, and is key to an effective plan. LEAs are strongly recommended to begin their Needs Assessment by utilizing the ELSSA's data analysis and survey items, then to collect and analyze additional data as appropriate. Finally, LEAs must document their Needs Assessment using the Word template provided. Full instructions for completing the Needs Assessment are in Section 4, below.

5. Review the Previous LEA Title III Improvement Plan, English Learner Master Plan or the English Learner Goals in the Current Local Educational Agency Plan.

After reviewing the findings from the Needs Assessment, each LEA should review the LEA's most recent Title III Improvement Plan or LEA Plan goals, strategies and

activities related to ELs, to evaluate their strengths and weaknesses. The team should judge whether all the strategies and activities in that plan were appropriate, and if so, whether they were fully implemented. They should also evaluate whether those strategies and activities produced the expected results for EL students. Note that the Needs Assessment calls for the LEA to identify the strengths and weaknesses of the current plan **and** what factors contributed to the LEA not meeting AMAO targets.

6. Develop, Implement, and Monitor the Title III Improvement Plan.

LEAs must develop a Title III Improvement Plan using the template included in this guidance document and, once reviewed by the Title III Regional COE Lead and adjusted as necessary, enter the plan information in CAIS.

Year Two: The plan for LEAs in Year 2 must address the **factors that contributed to the LEAs failure to meet the AMAO targets.**

Year Four: The plan for LEAs in Year 4 must specify **changes in curriculum, program and method of instruction** for ELs.

The Title III Year 2 and Year 4 Improvement Plans must address Goals 2A, 2B, 2C (related to AMAOs, 1, 2, and 3, respectively) as well as Goals 2D (high-quality professional development) and 2E (parent and community participation), as required under ESEA Title III, Sections 3115 and 3116. Plans must address Goals 2F (parental notification) and 2G (services for immigrant students, if such funding is received), and Goals 5 A-B for High Schools if the Needs Assessment indicates that these factors contributed to the LEA not meeting one or more AMAO targets. Each goal must specify relevant strategies, activities, and tasks to clearly demonstrate how meeting this goal will improve linguistic and achievement outcomes for ELs.

LEAs are expected to carry out the plan's specified actions, while monitoring the progress of EL students as programmatic and systemic changes are implemented.

Section 4: Instructions for Completing the Needs Assessment

It is expected that LEAs begin the Needs Assessment by completing the ELSSA and the accompanying survey items. The ELSSA, ELSSA Toolkit, and ELSSA Supplement can be found at the California Accountability and Improvement System (CAIS) at: <http://www.cais.ca.gov> (see “Help” section) and at CDE’s Title III Accountability Requirements 2012 Web page: <http://www.cde.ca.gov/sp/el/t3/t3amaotargets12.asp>.

The **data** for the ELSSA must be gathered from both DataQuest at <http://dq.cde.ca.gov/dataquest/> and the LEA’s Student Information System (SIS). The ELSSA **survey** items should be completed by a group that includes, at a minimum, the LEA team, and preferably augmented with members from other stakeholder groups. A full description for quality administration of the ELSSA can be found in the ELSSA Toolkit document.

In addition to the ELSSA, which examines California English Language Development Test, California Standards Test, California Alternate Performance Assessment, California Modified Assessment and California High School Exit Examination data, many LEAs find it helpful to look at the following additional data sources, disaggregated by language status:

- Results of common benchmark assessments at the site and/or district level [disaggregated by English learner (EL), reclassified fluent English proficient (RFEP) and English only (EO)].
- Enrollment in and successful completion of high school A-G coursework .
- Participation in Advanced Placement (AP), Honors classes and Gifted and Talented Education (GATE) programs.
- Enrollment in Algebra 1 disaggregated by grade and language status.
- Participation in special education.
- Participation in specific special education services such as resource service, special day class participation, and speech and language services.
- The number of students retained by language status, and the grade in which they were retained.

While the ELSSA gives a clear picture of the performance of EL students on the assessments used to calculate AMAOs, the examination of the types of data listed above will help LEA teams to more clearly understand where their program may need revisions and modifications. Examples of these kinds of data and their analyses in can be found in the ELSSA Supplement, located on the CAIS Help page and at <http://www.cde.ca.gov/sp/el/t3/t3amaotargets12.asp>.

Once data are collected and analyzed, they must be shared with the LEA team and other personnel for discussion and interpretation. Only then should the Needs Assessment template be completed. The template for organizing and documenting the Needs Assessment is found in Section 6, below.

Needs Assessment Template

The Needs Assessment template requires LEA teams to briefly summarize EL linguistic and academic performance challenges; describe strengths and weaknesses of the district's current plan; identify factors of the instructional program that prevented the LEA from meeting AMAOs; and explain how those identified factors were verified from evidence gathered. It also requires at LEAs to identify goals and areas of focus for improving educational outcomes for ELs that will be addressed in the Title III Improvement Plan.

The Title III Year 2 and Year 4 Improvement Plan Needs Assessment template is a Microsoft (MS) Word document with expandable boxes for narrative responses. When completed and reviewed by your Title III Regional COE Lead, it must be saved and then attached to the Requested Documents section of your LEA Plan on CAIS.

Consortia complete one Needs Assessment for all members of the Consortium and then attach it to the Requested Documents section of the dedicated Title III Consortium Improvement Plan account in CAIS. (See instructions for Consortia in Section 5, below.)

Item 1 of the Needs Assessment template has two components. **Item 1a** asks for a narrative description of the findings from the analysis of data the team reviewed. In this area the team specifies data sources, key insights and conclusions drawn from the data. **Item 1b** asks the team to reflect on the current plan for ELs. This plan could be in the LEA Plan, the district's EL Master Plan (if one exists) or for LEAs in Year 4, the Year 2 Plan. In light of the data the team reviewed, the narrative for this item must describe both the strengths and the weaknesses of the current plan for ELs along the following dimensions:

- **Instructional Program Design:** Does the instructional program provide all ELs with access to core content instruction and English Language Development through a Structured English Immersion, English Language Mainstream, and/or an Alternative program? To what degree is the instructional program design based on sound theory and research evidence? Is the instructional program design adequate to ensure that EL students will progress and master the new California ELD standards and common core state standards? Is the instructional program design appropriate for the EL students currently placed in that program?
- **Implementation of State and District Adopted Curricula:** What curricula has the LEA adopted for English Language Arts, Mathematics, and English Language Development? To what degree are state and district adopted curricula being implemented for EL students in the district? Are curricula being implemented consistently for ELs across schools and school segments?

- **Implementation of Instructional Services and Methods:** To what degree are instructional services and methods being implemented in the core content areas of English language development, reading/language arts and Mathematics? What instructional strategies are teachers using with their ELs (e.g. SDAIE)? How consistently are teachers using these strategies? To what degree are these instructional strategies effective with ELs? Included in this section should be a discussion of student placement, interventions, assessment practices, and accountability.
- **Professional Development:** To what degree is professional development provided for teachers, administrators and paraprofessionals? How well has that professional development been implemented? Have teachers and administrators received ongoing coaching and support to implement the practices addressed in the professional development? What professional development needs still exist in the LEA?
- **Parent and Community Participation:** To what degree do activities promote greater participation by EL families? How can family involvement be strengthened? Address activities for families that go beyond the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) work. If the team identifies ELAC and DELAC activities needing strengthening in this section, it cannot allocate Title III funds for these activities in the Title III Improvement Plan.²
- **Parental Notification:** Does the LEA provide all parents of ELs with notifications on all legally required topics within the appropriate timelines? How are parents of ELs provided information about the following in a timely manner in a language parents can understand?
 - identification as EL;
 - program placement options;
 - program placement notification;
 - English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used;
 - academic achievement level;
 - redesignation information;
 - at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements.

[Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3302(a) through (c)]

Have parents been notified if the LEA has not met all AMAOs? Have parents been notified of their child's program placement and their opportunity to apply for a waiver out of an English only instructional program? Are all written notifications translated into the parents' primary languages, as appropriate?

² ELAC and DELAC are state requirements, therefore Title III funds cannot be used to support these activities as it would be supplanting activities that should be supported through general fund or state categorical funds.

- **Immigrant Educational Services:** For LEAs that receive this funding, how are those services delivered? How effective are they in meeting the educational needs of immigrant students?
- **Graduation and Dropout Rates:** To what extent do EL students (and former reclassified EL students) graduate and drop out at rates proportional to their native English-speaking peers? What have been the trends over time?

Item 2 requires the LEA to identify and describe the factors contributing to the LEA's failure to meet AMAOs. These factors are brief statements that illustrate the causes that generated problems identified in the data analysis. Because data analysis is a problem-finding strategy, this narrative should also describe evidence the team used to validate the statements made here based on the data analysis conducted for **Item 1**.

Item 3 For this item, the LEA team should identify their goals for ELs in each of the LEA Plan Goals. These goals are directly related to the findings from the Needs Assessment. Write a brief description/bulleted outline of each goal identified as needed based on findings from data analyses, and strengths and weaknesses identified above. Goal statements should be Specific, Measurable, Attainable, Realistic and Timely (i.e., SMART Goals), since they must be made actionable through strategies, actions and tasks in the Title III Improvement Plan.

Section 5: Instructions for Improvement Plan Development

Title III Planning Instructions

The Title III Improvement Plan should be developed by the LEA Team. The Title III Year 2 and Year 4 Plan Template mirrors both the character limits and how the plan will appear in the CAIS Plan screen in order to facilitate subsequent plan entry online. The Plan is hierarchically structured as follows:

- Goal (written as a SMART goal)
 - Strategies to accomplish the goal
 - Action steps needed to implement the strategies
 - Tasks needed to carry out the action steps

Action Steps and Tasks have fields to note the start and end/due date and person responsible for their completion. Action Steps include fields for budget and target audience. Both Action Steps and Tasks allow the user to update the status from “not begun” to “in progress” to “complete.” Action Steps also have a Notes field for status updates.

Budget items are associated with Action Steps and should represent a plausible estimate of the cost to accomplish the action step. Care should be exercised in identifying a source of categorical funds that is allowable for the given action step. When in doubt about allowable expenditures for a budget source, contact your Title III Regional COE Lead for clarification. Budget related resources are available at <http://www.cais.ca.gov> (see “Help” section).

Title III Improvement Plan Requirements

The following chart summarizes the goals that LEAs must address according to their status in either Year 2 or Year 4 of not meeting Title III AMAO targets. It also lists goals that an LEA must address based on results of the Needs Assessment and those that they may choose to address if these strategies and activities will lead to improved educational outcomes for ELs.

Title III Improvement Plan Requirements Summary

LEA	Must Do	May Do
All Title III Year 2 and Year 4 Local Educational Agencies	<p>Goals that LEAs must address according to their status in either Year 2 or Year 4 of not meeting Title III AMAO targets, and Goals that an LEA must address based on results of the needs assessment.</p> <ul style="list-style-type: none"> • Conduct a Needs Assessment (and upload to the Requested Documents section in CAIS). • Review prior EL plan components to identify strengths and weaknesses • Identify areas to address in the new Title III Improvement Plan based on results of the Needs Assessment • Address the following goals: <ul style="list-style-type: none"> ○ Goal 2A: Annual Progress Learning English ○ Goal 2B: English Proficiency ○ Goal 2C: AYP for EL Subgroup <ul style="list-style-type: none"> For Unified and High School Districts: ○ Goal 5A: Increase Graduation Rates ○ Goal 5B: Decrease Dropout Rates ○ Goal 2D: High Quality Professional Development ○ Goal 2E: Parent and Community Participation <p>Note: For any AMAO target met, the LEA is not obligated to write strategies for the corresponding Goal (e.g., Goal 2A or 2B for English language development [ELD]; Goal 2C for ELA or Math). However, the LEA must indicate assurance to continue pursuing Goal(s) related to those AMAO targets met.</p> <ul style="list-style-type: none"> • If evidence from the Needs Assessment so indicates, address: <ul style="list-style-type: none"> ○ Goal 2F: Parental Notification ○ Goal 2G: Services for Immigrant Students (if such funding received) ○ Goal 5A: Increase Graduation Rates ○ Goal 5B: Decrease Dropout Rates 	<p>Goals that LEAs may choose to address if these strategies and activities will lead to improved educational outcomes for ELs.</p> <ul style="list-style-type: none"> • If AMAO 1 and AMAO 2 targets were met, LEAs may still choose to address Goals 2A and 2B if evidence from Needs Assessment indicates that strengthening the ELD program would improve EL performance in academic content areas. • If each AMAO 3 target was met, LEAs may still choose to address Goal 2C and Goals 5A and 5B if evidence from the Needs Assessment indicates that strengthening the ELA or Math program, increasing graduation rates, or decreasing dropout rates would improve EL performance in these academic content areas • LEA may address the following Goals if doing so will result in improved educational outcomes for ELs: <ul style="list-style-type: none"> ○ Goal 2F: Parental Notification ○ Goal 5A: Increase Graduation Rates ○ Goal 5B: Decrease Dropout Rates
Title III Year 2 Local Educational Agencies	<p>Items for All LEAs listed above, plus:</p> <ul style="list-style-type: none"> • Describe the factors that contributed to the LEA's failure to meet AMAO targets documented in the Needs Assessment. 	
Title III Year 4 Local Educational Agencies	<p>Items for All LEAs listed above, plus:</p> <ul style="list-style-type: none"> • Ensure the Title III Improvement Plan clearly describes modification(s) to the curriculum, program and method of instruction for ELs 	

Title III Year 2 and Year 4 Improvement Plan Template

As most strategies will require multiple action steps and most action steps will require multiple tasks, CAIS is designed to support that level of planning. By using the **copy and paste** functions within MS Word, the LEA team can add to the Improvement Plan template as many strategies, action steps and tasks needed to address the identified SMART goal.

As the team writes strategies and action steps and tasks for each goal, it is recommended that you use a sequential numbering process to make it easier to refer to parts of the plan during team discussions. This numbering process will also be used by the Regional COE Lead during review of the Improvement Plan. (Refer to the Improvement Plan Evaluation Checklist in Section 6 for an example of how the numbering process is used during review of the plan.)

Once the plan is completely drafted and reviewed by the Title III Regional COE Lead on the template, the team can copy and paste the plan components into CAIS. A "hard copy" version of the Improvement Plan template is shown in Section 6, below. All templates used for Title III Improvement Plans can be downloaded from the CDE's Title III Accountability Requirements 2012 Web page: <http://www.cde.ca.gov/sp/el/t3/t3amaotargets12.asp> as well as the CAIS Help page.

The following provides guidance on how LEA teams should address goals identified through the Needs Assessment,

- 1. Goal 2A (AMAO 1) and/or Goal 2B (AMAO 2): Describe research-based strategies, with action steps and tasks, to improve English language development.**

If the LEA did not meet targets for AMAO 1 and/or AMAO 2, describe the specific strategies the LEA will use to improve ELD instruction. Strategies must be developed to improve the ELD program for all ELs, including newcomers and long-term ELs. For each activity (action step), describe the timeline with benchmarks, the person responsible, funding sources and estimated amounts that the LEA will use for each activity to improve ELD.

- 2. Goal 2C (AMAO 3-ELA): Describe research-based strategies, with action steps and tasks, to improve academic achievement in reading/language arts.**

If the LEA did not meet the targets for AMAO 3 in reading/language arts, the plan must identify measurable academic achievement goals and activities for ELs. Describe the strategies and activities the LEA will use with EL students to increase academic achievement in R/LA. For each activity (action step), describe the timeline with benchmarks, person responsible, the funding sources and estimated amounts that the LEA will use to improve EL student achievement in R/LA.

3. Goal 2C (AMAO 3-Math): Describe specific research based strategies, with action steps and tasks, to improve academic achievement in Mathematics.

If the LEA did not meet the targets for AMAO 3 in Mathematics, the plan must identify measurable academic achievement goals and activities for ELs. Describe the strategies and activities the LEA will use with EL students to increase academic achievement in Mathematics. For each activity (action step), describe the timeline with benchmarks, person responsible, the funding sources and estimated amounts that the LEA will use to improve EL student achievement in Mathematics.

4. Goal 2D (High-Quality Professional Development): Describe research-based professional development strategies, with action steps and tasks, to strengthen professional development, including coordination efforts with other Elementary and Secondary Education Act programs.

Describe professional development activities, that are evidence-based and of sufficient quality, intensity and duration that will have a positive and long-term impact on teachers' and administrators' knowledge of effective practices for ELs. These must address the skills necessary to improve the educational program and academic outcomes for all the ELs in the LEA. For each activity (action step), describe the timeline with benchmarks, the person responsible, funding sources and estimated amounts that the LEA will use to improve professional development.

5. Goal 2E (Parent and Community Participation): Describe parental participation and outreach strategies, with action steps and tasks, to help families become active participants in the education of their children, including coordination efforts with other Elementary and Secondary Education Act programs.

Describe parental participation and outreach activities that will promote greater participation of parents and family members of ELs in the education of their children. For each activity (action step), describe the timeline with benchmarks, the person responsible, funding sources and estimated amounts that the LEA will use to improve parent and family participation.

6. Goal 2F (Parental Notification) Describe the strategies used and actions taken to provide timely and understandable information to the parents of ELs.

Describe how parents of ELs are provided information about the following in a timely manner and in a language parents can understand: identification as EL; program placement options; program placement notification; English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used; academic achievement level; redesignation information; at the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements. For

each activity (action step), describe the timeline with benchmarks, the person responsible, funding sources and estimated amounts that the LEA will use to improve parent notification.

7. Goal 2G (Services for Immigrant Students): If applicable, identify strategies, with action steps and tasks, to strengthen the Local Educational Agency Title III Immigrant Education Program.

If the LEA receives Title III Immigrant Education funds and the program needs modification to assist the LEA in meeting the Title III AMAOs, describe the changes the LEA will make within the Immigrant Education Program. For each activity, describe the timeline with benchmarks, the person responsible, funding sources and estimated amounts that the LEA will use to improve Immigrant Education.

7. Goal 5A, 5B (Graduation, Dropout Rates): If applicable, identify strategies, with action steps and tasks, to increase graduation rates and decrease dropout rates.

If the LEA determines that pursuing these goals will result in improved educational outcomes for ELs, describe the research evidence-based efforts that the LEA will undertake to increase graduation rates, and decreased dropout rates for English learners. Attention should be paid to developing students' advanced literacy and language skills, changing practices to prevent the generation of long-term English learners, accelerating the achievement of long-term English learners, and ensuring that the current and former ELs develop the skills and meet the requirements for fulfilling A-G requirements.

Additional Information for Consortia

Beginning in the 2006–07 school year, LEAs that are members of a consortium no longer each receive an individual Title III Accountability Report. Instead, the results for each LEA consortium are aggregated to the consortium level as required by the Office of English Language Acquisition of the U.S. Department of Education. Consortia are held accountable as a **group** for meeting the AMAOs and for the consequences of not meeting the AMAOs. The lead LEA and members of the consortium agreed to these accountability provisions in their memorandum of understanding.

Each Consortium will have a dedicated Title III Consortium CAIS account, separate from each member's LEA CAIS account. While all Consortium member LEAs will have access to that Consortium CAIS account, the Lead LEA of the consortium is responsible for entering the Title III Improvement Plan into CAIS and working with the Title III Regional COE Lead, to meet Title III Consortium accountability requirements.

The Consortium Lead LEA should convene its members to address the needs of those EL students whose performance contributed to the consortium's failure to meet AMAO

targets. Each consortium must submit a consortium-level Title III Improvement Plan to address English learner issues for all members in the consortium. Where consortium members missed different AMAO targets, you may use the “person responsible” function in CAIS to identify which LEA is responsible for which activities. This is further described in Section 7: Entering Title III Improvement Plans and Documentation in the California Accountability and Improvement System (CAIS).

Section 6: Key Documents

This section provides hard-copy examples of key documents for LEA teams to use in completing the Title III accountability requirements for Year 2 and Year 4-identified LEAs.

These documents are available electronically at CDE's Title III Accountability Requirements 2012 Web page: <http://www.cde.ca.gov/sp/el/t3/t3amaotargets12.asp>, and on the Help page at the California Accountability and Improvement System (CAIS) at: <http://www.cais.ca.gov>.

The following documents are included:

1. Title III Year 2 and Year Improvement Plan Needs Assessment Template
(The Needs Assessment template is completed by the LEA. Refer to Section 4 for instructions on completing the Needs Assessment.)
2. Title III Year 2 and Year 4 Improvement Plan Template
(The Improvement Plan template is completed by the LEA. Refer to Section 5 for instructions on writing the Improvement Plan.)
3. Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist
(This checklist will be used by the CDE to evaluate the LEA's Title III Improvement Plan. Additionally, the Regional COE Leads will use this checklist to review the Improvement Plan for completeness and to provide feedback to LEAs. While developing plans, it is recommended that LEAs also use the checklist as a tool to identify any areas that are missing or information that may need to be added.)
4. Title III Year 2 and Year 4 Improvement Plan Information
(The Improvement Plan Information template is completed by the LEA.)
5. Title III Year 2 and Year 4 Improvement Plan Assurance
(The Plan Assurance template is completed by the LEA.)

Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

Directions: Using the template, provide information requested for each cell in the outline. The cells expand to allow space needed for narrative responses under each item. All Title III LEAs must submit a copy of this Needs Assessment to the Title III Regional COE Lead as part of the review process. The final version must be uploaded into CAIS as an attachment under the Needs Assessment item in the Recommended Documents tab.

1. Briefly summarize EL linguistic and academic performance challenges, and identify and describe those key factors of the instructional program that prevented the local educational agency (LEA) from meeting Title III AMOs.

- a. Describe findings from analyses of the CST, CAPA, CMA, CELDT, CAHSEE, state tools (e.g., ELSSA, APS), Graduation/Drop Out rates (if appropriate), and other assessments used by the LEA to measure EL student English proficiency and academic achievement, and findings derived from other data analyses as these relate to the three AMOs (Goals 2A, 2B, and 2C).

- b. Describe strengths and weaknesses in the design and implementation of the EL related goals (2A-2G and 5A-B) in the **current** LEA Plan/Addendum, the prior Year 2 Title III Improvement Plan, and any other appropriate documents, e.g. the LEAs EL Master Plan. The program dimensions listed below are areas to consider in reviewing current plans.

- Instructional program design

STRENGTHS:

WEAKNESSES:

- Implementation of state and district adopted curricula

STRENGTHS:

WEAKNESSES:

Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

- Implementation of instructional services and methods
STRENGTHS:
WEAKNESSES:
- Professional development (Goal 2D)
STRENGTHS:
WEAKNESSES:
- Parent & community participation (Goal 2E)
STRENGTHS:
WEAKNESSES:
- Parental Notification (Goal 2F)
STRENGTHS:
WEAKNESSES:
- Services for Immigrant Students if the LEA receives Title III Immigrant funds (Goal 2G)
STRENGTHS:
WEAKNESSES:
- Graduation, Drop Out(Goal 5A, B)
STRENGTHS:
WEAKNESSES:

Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

<p>2. Describe factors contributing to the failure to meet AMAO(s). Identify and describe factors that prevented the LEA from achieving the AMAO(s) and explain how the identified factors above were verified from evidence gathered.</p>		
AMAOs	FACTORS (ie., inconsistent implementation, inadequate PD, inadequate resources)	EVIDENCE (ie., data analyses, classroom walk throughs, program evaluation, surveys)
AMAO 1		
AMAO 2 Cohort 1: < 5 yrs		
AMAO 2 Cohort 2: ≥ 5 yrs		
AMAO 3 ELA		
AMAO 3 Mathematics		
<p>3. Write a brief description/bulleted outline of each goal below that was identified as an area of focus from the Needs Assessment; the details for these will be part of your plan. Goal statements should be Specific, Measurable, Attainable, Realistic and Timely (i.e., SMART Goals), since they must be made actionable through strategies, actions and tasks in the Title III Improvement Plan.</p>		
Goal 2A: (AMAO 1 Annual Progress Learning English)		
Goal 2B: (AMAO 2 English Proficiency)		
Goal 2C: (AMAO 3-AYP for ELs in English Language Arts)		
Goal 2C: (AMAO 3-AYP for ELs in Mathematics)		
Goal 2D: (High Quality Professional Development)		
Goal 2E: (Parent and Community Participation)		
Goal 2F: (Parental Notification)		
Goal 2G: (Services for Immigrant Students: <i>must be addressed if the LEA receives Title III Immigrant Education Funds</i>)		
Goal 5 A, B: (Increase Graduation Rates, Decrease Dropout Rates)		

Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

- 4. Title III Year 4 Requirements [(Section 3122(b) (4) (A)]: Summarize how the LEA will specifically address changes in curriculum, program and method of instruction to address the factors that prevented the AMAO targets being met.**

Title III Year 2 and Year 4 Improvement Plan Template

Edit a Goal Description: (Enter the SMART goal that the LEA team has developed.)

Description: (500 character limit; please note that letters **and** spaces count)

Add/Edit a Strategy (Actions needed to accomplish the Goal.)

Title: (50 character limit)

Description: (1,000 character limit)

Add/Edit an Action Step (Steps needed to implement the Strategy.)

Title: (50 character limit)

Start Date: (mm/dd/yyyy)

Description: (1,000 character limit)

End Date: (mm/dd/yyyy)

Requires Funding? (Check the box if the action step requires funding. Once the box is checked, you may add budget items for this step.)

Timeline Notes: (500 character limit)

Professional Development Needed?:

(Check the box if professional development will be needed to accomplish the step.)

Audience: (255 character limit; who will receive the identified PD?)

Tags: (select one) T3Y2 T3Y4

Responsible: (Note: For a person to show up on the list in CAIS, he or she must have been previously added to CAIS as a user.)

Title III Year 2 and Year 4 Improvement Plan Template

Add/Edit a **Task** (Supports the Action Step and Implementation of the Strategy.)

Title: (50 character limit)

Status: (Not Begun, In Progress, Completed, Suspended)

Description: (255 character limit)

Due Date: (mm/dd/yyyy)

Responsible: (Note: For a person to show up on the list in CAIS, he or she must have been previously added to CAIS as a user.)

Add/Edit a **Budget Item** (Supports the Action Step.)

Title: (71 character limit)

Funding Sources: (Before you can select a funding source, the district must have entered the funding source into CAIS, so that it will show up in this drop-down menu in CAIS.)

Notes: (600 character limit)

Quantity:
(How many?)

Unit:
(What is it?)

Unit Cost:
(How much is each one?)

OR

Budgeted Cost:
(Enter the amount)

Actual Cost:
(Entered later.)

Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

Local Educational Agency: _____ **Submission Date:** _____

Reviewed by (Print name): _____ **Review Date:** _____

1. Needs Assessment: The Needs Assessment is used to determine the factors that prevented the LEA from achieving one or more Annual Measureable Achievement Objectives (AMAO). (ESEA, Title III, Section 3122(b) (2)).

Plan Element	Completion (check)	Please revise or clarify elements noted below
A. The results from the California English Language Development Test (CELDT), California Standards Tests (CST, CMA, CAPA), the California High School Exit Exam (CAHSEE), graduation rates and other indicators are included, as appropriate, for the grade levels served.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The results from the following measures are not included: <hr/>
B. The data from the assessments are analyzed (e.g., using the English Learner Subgroup Self- Assessment [ELSSA]), and conclusions are drawn.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The conclusions from the data analysis are not complete for the following: <hr/>
C. Strengths and weaknesses of the current LEA Plan/Addendum or Title III, Year 2 Improvement Plan are included, as appropriate.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The strengths/weaknesses are not addressed for the following topic(s): <hr/>
D. The factors that prevented the LEA from achieving one or more AMAOs are included. (ESEA, Section 3122(b)(2)).	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The factors that contributed to preventing the LEA from meeting AMAO# _____ are not included.
E. Descriptions are included for all Goals required to be addressed in the LEA's Title III Improvement Plan. (Goals 2A-G, 5A-B))	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The descriptions are missing for Goal #_____. <input type="checkbox"/> The description for Goal #_____ is not clearly related to the issues identified for improvement.

Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

Title III, Year 4 LEAs Only		
LEAs that fail to meet AMAO targets for four consecutive years must modify the curriculum*, program and method of instruction for ELs. (ESEA, Title III, Section 3122(b)(4)(A)).		
A. The Title III, Year 4 Improvement Plan includes revisions of curriculum* for ELs.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Identify the Goals, Strategies, Action Steps, and Tasks in the plan that indicate a revision of the curriculum for ELs.
B. The Title III, Year 4 Improvement Plan includes revisions to program for ELs.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Identify the Goals, Strategies, Action Steps, and Tasks in the plan that indicate a revision of the program for ELs.
C. The Title III, Year 4 Improvement Plan includes revisions to the method of instruction for ELs.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Identify the Goals, Strategies, Action Steps, and Tasks in the plan that indicate a revision to the method of instruction for ELs.

* **Revision to curriculum means:** Full implementation of the SBE-adopted and standards-aligned English Language Development, English Language Arts and Mathematics materials.

Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

2. Goal 2A: Annual Measurable Achievement Objective #1 - Annual Progress Learning English

__ is required to be addressed per Title III Accountability Report	__ is addressed per Needs Assessment	
__ is not required to be addressed per Title III Accountability Report	__ is not addressed per Needs Assessment	
Plan Element	Completion (check)	Please revise or clarify elements noted below
A. The SMART Goal is included for AMAO 1.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The SMART Goal must indicate an increase in the percentage of students making annual progress in learning English.
B. The Goal 2A section addresses all areas identified as needing improvement so that ELs will make annual progress in ELD.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Goal 2A section does not address the following areas related to AMAO #1 that were identified as needing improvement: <hr style="border: 1px solid black;"/>
C. The Strategy identifies the topic and is clearly related to improving annual progress in ELD.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Strategy # ____ appears to address a content area other than ELD.
D. The Action Step is clearly written and supports full implementation of the Strategy to improve progress in ELD.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step # ____ is not clearly related to implementation of the Strategy. <input type="checkbox"/> Action Step # ____ is vague. It does not specify the activities that will be implemented. <input type="checkbox"/> Not all ELD levels identified as needing improvement efforts are addressed in Action Step # ____. <input type="checkbox"/> In Action Step # ____, the frequency of activities that are repeated over time is not noted (e.g., weekly, quarterly). Please clarify in the Action Step description or "Timeline Notes" area.
E. The Tasks specify the necessary activities that must occur to implement the Action Step. The sequence of Tasks is logical and scheduled within a reasonable timeframe.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Tasks are not specific enough to determine whether Action Step # ____ can be fully implemented. <input type="checkbox"/> The Tasks do not appear to be sufficient to implement Action Step # ____. <input type="checkbox"/> The timeframe for Task # ____ due dates does not appear to be reasonable.
F. The people responsible for implementing the Action Steps and Tasks are identified in the plan.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step # _____ and/or Task # _____ do not have a person identified as responsible for implementation.
G. Sufficient funding from appropriate sources is allocated. Title III funds are used to supplement core functions. (ESEA, Title III, Section 3115(g)).	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The LEA's Title III allocation is not adequately addressed. <input type="checkbox"/> There is a discrepancy between the Title III allocation and the resources identified in the plan. <input type="checkbox"/> Budget item/s in Action Step/s # _____ appear to address a core function and are not eligible for Title III funding. Consider using non-Title III funds or indicate how the Title III funds are being used in a supplemental manner. <input type="checkbox"/> Action Step # _____ requires budget information.

Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

3. Goal 2B: Annual Measurable Achievement Objective #2 - Attainment of English Proficiency

__ is required to be addressed per Title III Accountability Report	__ is addressed per Needs Assessment
__ is not required to be addressed per Title III Accountability Report	__ is not addressed per Needs Assessment

Plan Element	Completion (check)	Please revise or clarify elements noted below
A. The SMART Goals are included for both AMAO #2 cohorts.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The SMART Goal #__ must indicate an increase in the percentage of students attaining English proficiency. <input type="checkbox"/> The SMART Goal is missing for ELs enrolled in USA schools for: ____ fewer than 5 years, or ____ 5 or more years
B. The Goal 2B section addresses all areas identified as needing improvement so that ELs will attain English proficiency.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Goal 2B section does not address the following areas related to AMAO #2 that were identified as needing improvement: <hr style="border: 1px solid black;"/> <input type="checkbox"/> The Goal 2B section does not address the following cohort of ELs that missed AMAO #2: ____ fewer than 5 years, or ____ 5 or more years
C. The Strategy identifies the topic and is clearly related to improving annual progress in ELD.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Strategy #__ appears to address a content area other than ELD.
D. The Action Step is clearly written and supports full implementation of the Strategy to improve English proficiency through ELD.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #__ is not clearly related to implementation of the Strategy. <input type="checkbox"/> Action Step #__ is vague. It does not specify the activities that will be implemented. <input type="checkbox"/> Not all ELD levels identified as needing improvement efforts are addressed in Action Step #_. <input type="checkbox"/> In Action Step #__, the frequency of activities that are repeated over time is not noted (e.g., weekly, quarterly). Please clarify in the Action Step description or "Timeline Notes" area. <input type="checkbox"/> Action Step #__ is missing information about the following cohort of ELs that missed AMAO #2: ____ fewer than 5 years, or ____ 5 or more years.
E. The Tasks specify the necessary activities that must occur to implement the Action Step. The sequence of Tasks is logical and scheduled within a reasonable timeframe.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Tasks are not specific enough to determine whether Action Step #__ can be fully implemented. <input type="checkbox"/> The Tasks do not appear to be sufficient to implement Action Step #___. <input type="checkbox"/> The timeframe for Task #__ due dates does not appear to be reasonable.

Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

<p>F. The people responsible for implementing the Action Steps and Tasks are identified in the plan.</p>	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step # _____ and/or Task # _____ do not have a person identified as responsible for implementation.
<p>G. Sufficient funding from appropriate sources is allocated. Title III funds are used to supplement core functions. (ESEA, Title III, Section 3115(g)).</p>	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The LEA's Title III allocation is not adequately addressed. <input type="checkbox"/> There is a discrepancy between the Title III allocation and the resources identified in the plan. <input type="checkbox"/> Budget item/s in Action Step/s # _____ appear to address a core function and are not eligible for Title III funding. Consider using non-Title III funds or indicate how the Title III funds are being used in a supplemental manner. <input type="checkbox"/> Action Step # _____ requires budget information.

Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

4. Goal 2C: Annual Measurable Achievement Objective #3 – Adequate Yearly Progress for the English Learner Subgroup in English Language Arts (ELA)

__ is required to be addressed per Title III Accountability Report	__ is addressed per Needs Assessment
__ is not required to be addressed per Title III Accountability Report	__ is not addressed per Needs Assessment

Plan Element	Completion (check)	Please revise or clarify elements noted below
A. The SMART Goal is included for AMAO 3 for English Language Arts.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The SMART Goal must indicate an increase in the English Learner subgroup performance as it relates to in ELA.
B. The Goal 2C section addresses all areas identified as needing improvement so that ELs will become proficient in English Language Arts.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Goal 2C section does not address the following areas related to AMAO #3 for ELA that were identified as needing improvement: <hr style="width: 100%;"/>
C. The Strategy identifies the topic and is clearly related to improving the ELA performance of the EL subgroup.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Strategy #___ appears to apply to other content areas and doesn't specifically address ELA.
D. The Action Step is clearly written and supports full implementation of the Strategy to improve the teaching and learning for ELs in ELA.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #___ is not clearly related to implementation of the Strategy. <input type="checkbox"/> Action Step #___ is vague. It does not specify the activities that will be implemented. <input type="checkbox"/> Action Step #___ appears to address <u>all</u> students and it lacks a specific focus on English Learners. <input type="checkbox"/> Action Step #___ appears to apply to other content areas and doesn't specifically address ELA. <input type="checkbox"/> In Action Step #___, the frequency of activities that are repeated over time is not noted (e.g., weekly, quarterly). Please clarify in the Action Step description or "Timeline Notes" area.
E. The Tasks specify the necessary activities that must occur to implement the Action Step. The sequence of Tasks is logical and scheduled within a reasonable timeframe.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Tasks are not specific enough to determine whether Action Step #___ can be fully implemented. <input type="checkbox"/> The Tasks do not appear to be sufficient to implement Action Step #___. <input type="checkbox"/> The timeframe Task #___ due dates does not appear to be reasonable.
F. The people responsible for implementing the Action Steps and Tasks are identified in the plan.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #_____ and/or Task #_____ do not have a person identified as responsible for implementation.

Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

<p>G. Sufficient funding from appropriate sources is allocated. Title III funds are used to supplement core functions. (ESEA, Title III, Section 3115(g).</p>	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The LEA's Title III allocation is not adequately addressed. <input type="checkbox"/> There is a discrepancy between the Title III allocation and the resources identified in the plan. <input type="checkbox"/> Budget item/s in Action Step/s #_____ appear to address a core function and are not eligible for Title III funding. Consider using non-Title III funds or indicate how the Title III funds are being used in a supplemental manner. <input type="checkbox"/> Action Step #_____ requires budget information.
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Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

5. Goal 2C: Annual Measurable Achievement Objective #3 - Adequate Yearly Progress for the English Learner Subgroup in Mathematics.

__ is required to be addressed per Title III Accountability Report	__ is addressed per Needs Assessment
__ is not required to be addressed per Title III Accountability Report	__ is not addressed per Needs Assessment

Plan Element	Completion (check)	Please revise or clarify elements noted below
A. The SMART Goal is included for AMAO 3 for Mathematics.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The SMART Goal must indicate an increase in the English Learner subgroup student performance as it relates to Mathematics.
B. The Goal 2C section addresses all areas identified as needing improvement so that ELs will become proficient in Mathematics.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Goal 2C section does not address the following areas related to AMAO #3 for Mathematics that were identified as needing improvement: <hr style="width: 80%; margin-left: 0;"/>
C. The Strategy identifies the topic and is clearly related to improving the Mathematics performance of the EL subgroup.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Strategy #___ appears to apply to other content areas and doesn't specifically address Mathematics.
D. The Action Step is clearly written and supports full implementation of the Strategy to improve the teaching and learning for ELs in Mathematics.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #___ is not clearly related to implementation of the Strategy. <input type="checkbox"/> Action Step #___ is vague. It does not specify the activities that will be implemented. <input type="checkbox"/> Action Step #___ appears to address <u>all</u> students and it lacks a specific focus on English Learners. <input type="checkbox"/> Action Step #___ appears to apply to other content areas and doesn't specifically address Math. <input type="checkbox"/> In Action Step #___, the frequency of activities that are repeated over time is not noted (e.g., weekly, quarterly). Please clarify in the Action Step description or "Timeline Notes" area.
E. The Tasks specify the necessary activities that must occur to implement the Action Step. The sequence of Tasks is logical and scheduled within a reasonable timeframe.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Tasks are not specific enough to determine whether Action Step #___ can be fully implemented. <input type="checkbox"/> The Tasks do not appear to be sufficient to implement Action Step #___. <input type="checkbox"/> The timeframe for Task #___ due dates does not appear to be reasonable.
F. The people responsible for implementing the Action Steps and Tasks are identified in the plan.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #_____ and/or Task #_____ do not have a person identified as responsible for implementation.

Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

<p>G. Sufficient funding from appropriate sources is allocated. Title III funds are used to supplement core functions. (ESEA, Title III, Section 3115(g)).</p>	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The LEA's Title III allocation is not adequately addressed. <input type="checkbox"/> There is a discrepancy between the Title III allocation and the resources identified in the plan. <input type="checkbox"/> Budget item/s in Action Step/s #_____ appear to address a core function and are not eligible for Title III funding. Consider using non-Title III funds or indicate how the Title III funds are being used in a supplemental manner. <input type="checkbox"/> Action Step #_____ requires budget information.
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Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

6. Goal 2D: High Quality Professional Development

Goal 2D is required to be addressed in the Title III Improvement Plan.

Plan Element	Completion (check)	Please revise or clarify elements noted below
A. A SMART Goal is included for Goal 2D regarding high quality professional development.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The SMART Goal must indicate the percentage of staff who will participate in high quality professional development to improve the education of English learners.
B. The Goal 2D section addresses all areas identified as needing improvement related to professional development.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Goal 2D section does not address the following professional development topics that were identified as needing improvement: <hr/>
C. The Strategy identifies the topic and is clearly related to providing high quality professional development to improve teaching and learning for ELs.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> Incomplete	<input type="checkbox"/> Strategy #____ addresses professional development activities that lack a focus on English Learners.
D. Professional development Action Steps are evidence-based and of sufficient quality, intensity and duration that will have positive and long-term impact on teachers' and administrators' knowledge of effective practices for ELs.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #____ includes only short-term trainings or conference attendance.
E. The Action Step is clearly written and supports full implementation of the Strategy to Strategy to provide high quality professional development.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #____ is not clearly related to implementation of the Strategy. <input type="checkbox"/> Action Step #____ is vague. It does not specify the activities that will be implemented. <input type="checkbox"/> Action Step #____ appears to address strategies to use with all students and lacks a specific focus on English Learners (e.g., use of SDAIE strategies). <input type="checkbox"/> In Action Step #____, the frequency of activities that are repeated over time is not noted (e.g., weekly, quarterly). Please clarify in the Action Step description or "Timeline Notes" area.
F. The Tasks specify the necessary activities that must occur to implement the Action Step. The sequence of Tasks is logical and scheduled within a reasonable timeframe.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Tasks are not specific enough to determine whether Action Step #____ can be fully implemented. <input type="checkbox"/> The Tasks do not appear to be sufficient to implement Action Step #____. <input type="checkbox"/> The timeframe for Task #____ due dates does not appear to be reasonable.
G. The people responsible for implementing the Action Steps and Tasks are identified in the plan.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #____ and/or Task #____ do not have a person identified as responsible for implementation.

Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

<p>H. Sufficient funding from appropriate sources is allocated. Title III funds are used to supplement core functions. (ESEA, Title III, Section 3115(g).</p>	<p><input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete</p>	<p><input type="checkbox"/> The LEA's Title III allocation is not adequately addressed. <input type="checkbox"/> There is a discrepancy between the Title III allocation and the resources identified in the plan. <input type="checkbox"/> Budget item/s in Action Step/s #_____ appear to address a core function and are not eligible for Title III funding. Consider using non-Title III funds or indicate how the Title III funds are being used in a supplemental manner. <input type="checkbox"/> Action Step #_____ requires budget information.</p>
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Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

7. Goal 2E: Parent and Community Participation Goal 2E is required to be addressed in the Title III Improvement Plan.

Plan Element	Completion (check)	Please revise or clarify elements noted below
A. The SMART Goal is included for Goal 2E regarding an increase in Parent and Community participation.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The SMART Goal must indicate an improvement and increase in the participation of parents and community members.
B. The Goal 2E section addresses all areas identified as needing improvement related to parent and community participation.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Goal 2E section does not address the following issues related to parent and community participation that were identified as needing improvement: <hr/>
C. The Strategy identifies the topic and is clearly related to improving and increasing the parent and community participation.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> Incomplete	<input type="checkbox"/> Strategy #____ appears to apply to general parent and community involvement and lacks a focus on the parents/guardians of English Learners.
E. The Action Step is clearly written and supports full implementation of the Strategy to increase the participation of parents and community members.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #____ is not clearly related to implementation of the Strategy. <input type="checkbox"/> Action Step #____ is vague. It does not specify the activities that will be implemented. <input type="checkbox"/> The Action Step #____ only addresses state-required parent activities (e.g., District/English Learner Advisory Committee [D/ELAC]). <input type="checkbox"/> Action Step #____ appears to address <u>all</u> parents and it lacks a focus on the parents/guardians of English Learners. <input type="checkbox"/> In Action Step #____, the frequency of activities that are repeated over time is not noted (e.g., weekly, quarterly). Please clarify in the Action Step description or "Timeline Notes" area.
F. The Tasks specify the necessary activities that must occur to implement the Action Step. The sequence of Tasks is logical and scheduled within a reasonable timeframe.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Tasks are not specific enough to determine whether Action Step #____ can be fully implemented. <input type="checkbox"/> The Tasks do not appear to be sufficient to implement Action Step #____. <input type="checkbox"/> The timeframe for Task #____ due dates does not appear to be reasonable.
G. The people responsible for implementing the Action Steps and Tasks are identified in the plan.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #____ and/or Task #____ do not have a person identified as responsible for implementation.
H. Sufficient funding from appropriate sources is allocated. Title III funds are used to supplement core functions. (ESEA, Title III, Section 3115(g)).	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The LEA's Title III allocation is not adequately addressed. <input type="checkbox"/> There is a discrepancy between the Title III allocation and the resources identified in the plan. <input type="checkbox"/> Budget item/s in Action Step/s #____ appear to address a core function and are not eligible for Title III funding. Consider using non-Title III funds or indicate how the Title III funds are being used in a supplemental manner. <input type="checkbox"/> Action Step #____ requires budget information.

Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

8. Goal 2F: Parental Notification

is addressed per Needs Assessment
 is not addressed per Needs Assessment

Plan Element	Completion (check)	Please revise or clarify elements noted below
A. The SMART Goal is included for Goal 2F regarding 100% required parent notification. http://www.cde.ca.gov/ta/cr/documents/el201213c.pdf .	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The SMART Goal must indicate that all parents will receive the required notifications.
B. The Goal 2F section addresses all areas identified as needing improvement related to parental notification.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Goal 2F section does not address the following areas related to parental notification that were identified as needing improvement:
C. The Strategy identifies the topic and is clearly related to improving parent notification processes.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> Incomplete	<input type="checkbox"/> Strategy #____ appears to address a topic other than parent notification.
D. The Action Step is clearly written and supports full implementation of the Strategy to improve parent notification.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #____ is not clearly related to implementation of the Strategy. <input type="checkbox"/> Action Step #____ is vague. It does not specify the activities that will be implemented. <input type="checkbox"/> Action Step #____ appears to address <u>all</u> parent notifications and it lacks a focus on the parents of English Learners. <input type="checkbox"/> In Action Step #____, the frequency of activities that are repeated over time is not noted (e.g., weekly, quarterly). Please clarify in the Action Step description or "Timeline Notes" area.
E. The Tasks specify the necessary activities that must occur to implement the Action Step. The sequence of Tasks is logical and scheduled within a reasonable timeframe.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Tasks are not specific enough to determine whether Action Step #____ can be fully implemented. <input type="checkbox"/> The Tasks do not appear to be sufficient to implement Action Step #____. <input type="checkbox"/> The timeframe for Task #____ due dates does not appear to be reasonable.
F. The people responsible for implementing the Action Steps and Tasks are identified in the plan.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #_____ and/or Task #_____ do not have a person identified as responsible for implementation.
G. Sufficient funding from appropriate sources is allocated. Title III funds are used to supplement core functions. (ESEA, Title III, Section 3115(g)).	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The LEA's Title III allocation is not adequately addressed. <input type="checkbox"/> There is a discrepancy between the Title III allocation and the resources identified in the plan. <input type="checkbox"/> Budget item/s in Action Step/s #_____ appear to address a core function and are not eligible for Title III funding. Consider using non-Title III funds or indicate how the Title III funds are being used in a supplemental manner. <input type="checkbox"/> Action Step #_____ requires budget information.

Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

9. Goal 2G: Services for Immigrant Students

Goal 2G is required to be addressed if the Local Educational Agency receives Title III Immigrant Education funds.

LEA receives Title III Immigrant funds
 LEA does not receive Title III Immigrant funds

Plan Element	Completion (check)	Please revise or clarify elements noted below
A. The SMART Goal included for Goal 2G addresses high quality Instruction and support services provided to all immigrant students.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The SMART Goal must indicate the percentage of high quality Instruction and Support Services provided to all immigrant students.
B. The Goal 2G section addresses all areas identified as needing improvement related to services for immigrant students.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Goal 2G section does not addresses the following areas related to services for immigrant students that were identified as needing improvement: <hr/>
C. The Strategy identifies the topic and is clearly related to improving immigrant student services.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Strategy #___ appears to address a topic other than immigrant services. <input type="checkbox"/> Strategy #___ appears to apply to all students and lacks a focus on immigrant students.
D. The Action Step is clearly written and supports full implementation of the Strategy to improve immigrant student services.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #___ is not clearly related to implementation of the Strategy. <input type="checkbox"/> Action Step #___ is vague. It does not specify the activities that will be implemented. <input type="checkbox"/> In Action Step #___, the frequency of activities that are repeated over time is not noted (e.g., weekly, quarterly). Please clarify in the Action Step description or "Timeline Notes" area.
E. The Tasks specify the necessary activities that must occur to implement the Action Step. The sequence of Tasks is logical and scheduled within a reasonable timeframe.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Tasks are not specific enough to determine whether Action Step #___ can be fully implemented. <input type="checkbox"/> The Tasks do not appear to be sufficient to implement Action Step #___. <input type="checkbox"/> The timeframe for Task #___ due dates does not appear to be reasonable.
F. The people responsible for implementing the Action Steps and Tasks are identified in the plan.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #_____ and/or Task #_____ do not have a person identified as responsible for implementation.
G. Sufficient funding from appropriate sources is allocated. Title III funds are used to supplement core functions. (ESEA, Title III, Section 3115(g)).	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The LEA's Title III, Immigrant Program allocation is not adequately addressed. <input type="checkbox"/> There is a discrepancy between the Title III allocation and the resources identified in the plan. <input type="checkbox"/> Budget item/s in Action Step/s #_____ appear to address a core function and are not eligible for Title III funding. Consider using non-Title III funds or indicate how the Title III funds are being used in a supplemental manner. <input type="checkbox"/> Action Step #_____ requires budget information

Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

10. Goals 5A and B: Increase Graduation Rates and Decrease Dropout Rates

__ is required to be addressed per Title III Accountability Report	__ is addressed per Needs Assessment
__ is not required to be addressed per Title III Accountability Report	__ is not addressed per Needs Assessment

Plan Element	Completion (check)	Please revise or clarify elements noted below
A. The SMART Goal is included for Goals 5A and B regarding an increase in graduation rates and decrease in dropout rates.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The SMART Goal must indicate an increase in graduation rates. <input type="checkbox"/> The SMART Goal must indicate a decrease in dropout rates.
B. The Goal 5 A and B section addresses all areas identified as needing improvement related to EL subgroup graduation/dropout rates.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Goal 5A and/or B section does not address the following areas related to increasing graduation rates and/or decreasing dropout rates that were identified as needing improvement: <hr style="border: 1px solid black;"/>
C. The Strategy identifies the topic and is clearly related to increasing EL graduation rates and or decreasing dropout rates.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Strategy #___ appears to address a topic other than EL graduation or dropout rates.
D. The Action Step is clearly written and supports full implementation of the Strategy to increase EL graduation rates and/or dropout rates.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #___ is not clearly related to implementation of the Strategy. <input type="checkbox"/> Action Step #___ is vague. It does not specify the activities that will be implemented. <input type="checkbox"/> Action Step #___ appears to address <u>all</u> students and it lacks a specific focus on the English Learner subgroup. <input type="checkbox"/> In Action Step #___, the frequency of activities that are repeated over time is not noted (e.g., weekly, quarterly). Please clarify in the Action Step description or "Timeline Notes" area.
E. The Tasks specify the necessary activities that must occur to implement the Action Step. The sequence of Tasks is logical and scheduled within a reasonable timeframe.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Tasks are not specific enough to determine whether Action Step #___ can be fully implemented. <input type="checkbox"/> The Tasks do not appear to be sufficient to implement Action Step #___. <input type="checkbox"/> The timeframe for Task #___ due dates does not appear to be reasonable.
F. The people responsible for implementing the Action Steps and Tasks are identified in the plan.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> Action Step #_____ and/or Task #_____ do not have a person identified as responsible for implementation.

Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

<p>G. Sufficient funding from appropriate sources is allocated. Title III funds are used to supplement core functions. (ESEA, Title III, Section 3115(g)).</p>	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The LEA's Title III allocation is not adequately addressed. <input type="checkbox"/> There is a discrepancy between the Title III allocation and the resources identified in the plan. <input type="checkbox"/> Budget item/s in Action Step/s #_____ appear to address a core function and are not eligible for Title III funding. <input type="checkbox"/> Add non-Title III funding information to the budget item/s #_____ in Action Step #_____, <input type="checkbox"/> Action Step #_____ requires budget information.
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Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

11. Accountability of responsible persons and plan location:

Assurance Page Element	Completion (check)	Please revise or clarify elements noted below
A. URL of where the revised Plan will be posted has been included.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The URL of the LEA's home page was provided. Please notify CDE of the specific link for the plan. <hr/>
B. The Assurance page includes the dates and signatures of the District Contact and Board President, the LEA contact responsible for monitoring and updating the Plan.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Title III Improvement Plan Assurance page is missing the following information: ___ Dates and/or signatures of: ___ Superintendent ___ Board President ___ LEA English Learner Program Administrator ___ Name of the LEA contact

Title III Year 2 and Year 4 Improvement Plan Information

Directions: Complete Parts **A** and **B** upon initial notification of having not met Title III Annual Measurable Achievement Objectives (AMAO 1, 2, and 3) for 2 or 4 years.

Complete Parts **C** and **D** when the **Needs Assessment** is completed, and the LEA team has collected evidence to verify the factors that prevented the LEA from meeting the AMAOs. These factors verified from evidence help to select appropriate goals for the Title III Improvement Plan.

Submit this document and the Needs Assessment to the Title III Regional COE Lead.

Date submitted:	Date Reviewed:
Name of Regional COE Lead:	

Part A: Initial LEA, Student demographics, and Title III Contact information

Name of LEA lead: _____ _____ LEA CDS Code: _____ Region #: _____	Contact Person: _____ Telephone: () _____ E-Mail: _____
Number Students Enrolled in LEA : _____ EL : (# students) _____ Immigrant : (# students) _____ Title III Funding Amount : \$ _____ Immigrant Funding Amt. : \$ _____	Program Improvement: Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, how many years in PI _____ Consortia: Yes <input type="checkbox"/> No <input type="checkbox"/> <i>(Please attach a list of members.)</i>

Part B: Student Achievement Accountability History

Check AMAO(s) failed in 2008-09	<input type="checkbox"/> AMAO1	<input type="checkbox"/> AMAO 2	<input type="checkbox"/> AMAO 3 ELA <input type="checkbox"/> AMAO 3 Math
Check AMAO(s) failed in 2009-10	<input type="checkbox"/> AMAO1	<input type="checkbox"/> AMAO 2 Cohort 1: <5 yrs. <input type="checkbox"/> AMAO 2 Cohort 2: ≥5 yrs.	<input type="checkbox"/> AMAO 3 ELA <input type="checkbox"/> AMAO 3 Math
Check AMAO(s) failed in 2010-11	<input type="checkbox"/> AMAO1	<input type="checkbox"/> AMAO 2 Cohort 1: <5 yrs. <input type="checkbox"/> AMAO 2 Cohort 2: ≥5 yrs.	<input type="checkbox"/> AMAO 3 ELA <input type="checkbox"/> AMAO 3 Math
Check AMAO(s) failed in 2011-12	<input type="checkbox"/> AMAO1	<input type="checkbox"/> AMAO 2 Cohort 1: <5 yrs. <input type="checkbox"/> AMAO 2 Cohort 2: ≥5 yrs.	<input type="checkbox"/> AMAO 3 ELA <input type="checkbox"/> AMAO 3 Math

Title III Year 2 and Year 4 Improvement Plan Assurance

Local Educational Agency (LEA) Plan Information:	Title III YEAR 2 (✓) _____ Title III YEAR 4 (✓) _____
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Name of LEA: _____

County District Code: _____

Address: _____ City: _____ Zip Code: _____

Contact Person:

Any inquiries concerning this plan should be directed to the attention of:

Print Name	Title
------------	-------

Phone: _____ Fax: _____ E-mail: _____

Certification:

By submission of this document with the local Title III Improvement Plan (in lieu of the original assurance page in hard copy), the LEA certifies that the plan's original signed copy of this assurance page is on file in the LEA. The certification reads:

Certification: I hereby certify that all of the 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 this assurance page is retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, 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 Title III section of the LEA Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and English Learner Coordinator/Director.

The LEA also agrees that the revised/finalized Title III Improvement Plan will be posted on our LEA website and will be found at the following

URL: _____.

Signatures:

Signature of Superintendent	Printed Name	Date
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Signature of Board President	Printed Name	Date
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Signature of English Learner Coordinator/Director	Printed Name	Date
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Section 7.

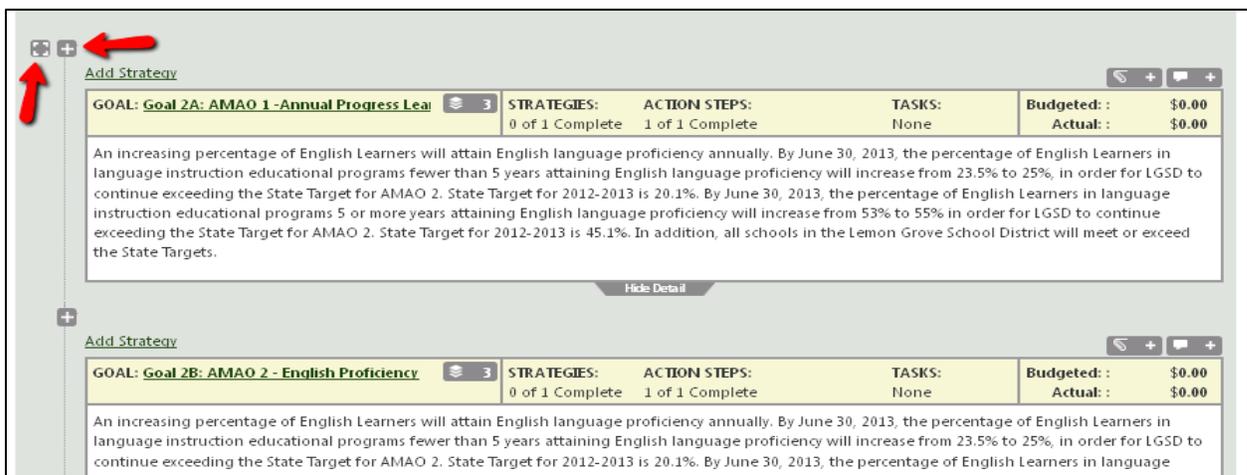
Entering Title III Year 2 and Year 4 Plans and Documentation into the California Accountability and Improvement System (CAIS)

NOTE: The following directions are intended for use **after** the LEA team has identified strategies, action steps, tasks, and budget items in the Title III Improvement Plan template, and after the Title III Regional COE Lead has reviewed the plan.

1. The Title III COE Lead, named on the Plan Assurance and who is the direct liaison with the Title III Regional COE Lead, should have received an invitation to access the CDE CAIS. The invitation will have come from the CDE or from the district's CAIS administrator, who can also set up logins to CAIS.
2. Go to CAIS: <http://www.cais.ca.gov> (Outside source).
3. To log on, enter e-mail address and password, as prompted.
4. Click on the **Plan tab** at the top of the page.



5. Use the icons near the Plan goals to **Expand** and **Collapse** the plan. The icon to the far left expands and collapses the entire plan; the icon to the near left expands and collapses an individual goal, strategy, etc.



6. These documents must be attached to the plan in CAIS.

- Title III Year 2 and Year 4 Improvement Plan Needs Assessment
- Title III Year 2 and Year 4 Improvement Plan Information
- Title III Year 2 and Year 4 Improvement Plan Assurance
- English Learner Subgroup Self-Assessment (ELSSA)

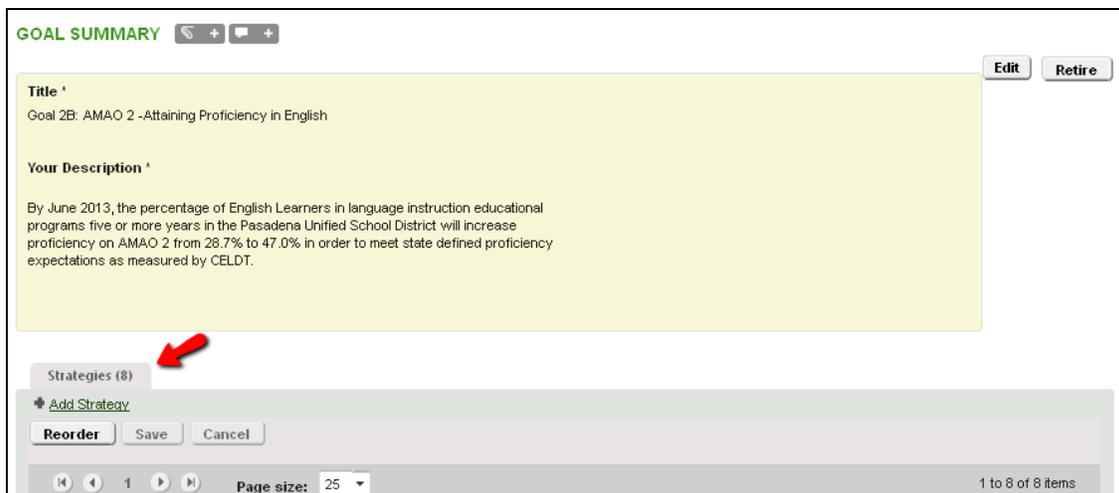
To attach the completed documents, click on the red **Requested Documents Icon** near the top of the page (see red arrow at the left, below). Scroll until you see the name of the document you need to attach, click on the word **Respond** to the left of the name, and attach the document when requested.



7. To modify the language of the Title III goals, scroll down to the first Goal to be entered for the plan. Click on the name of the goal. In the new page, click on the Edit button and enter the final language for your SMART goal. (If you have the Title III Year 2 and Year 4 Improvement Plan Template open in Word, you can copy the language from the word file and paste it into CAIS.)

Be sure to click Save when you have finished!

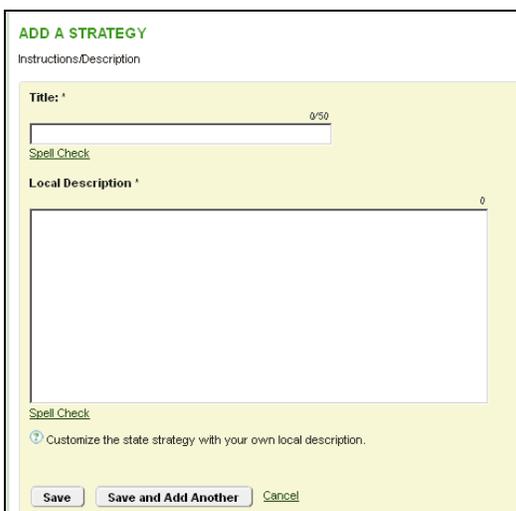
8. Next, click on the **Add Strategy** link.



9. Enter the title and description for the first strategy assigned to this goal.

Remember to start each strategy title with a sequential **number**. This allows you to reference a specific strategy when reviewing with the LEA team. Example:
“Everyone look at Strategy #2, Professional development of Teachers.

Be sure to click the Save button!



The screenshot shows a form titled "ADD A STRATEGY" with the subtitle "Instructions/Description". It features a "Title:" field with a character count of 0/50 and a "Local Description" field with a character count of 0. Both fields have a "Spell Check" link below them. At the bottom, there are three buttons: "Save", "Save and Add Another", and "Cancel". A note at the bottom states: "Customize the state strategy with your own local description."

10. Next, click on **Add Action Step**.



The screenshot shows a form titled "EDIT THIS STRATEGY." with a subtitle "See State Required Strategies in the Resources linked to this goal." It features a "Title:" field with the text "Implement ELD Time and Materials." and a "Local Description" field. Below these fields, there are two tabs: "Action Steps (9)" and "Resources (0)". A red arrow points to the "Add Action Step" link under the "Action Steps" tab. Below the tabs, there are three buttons: "Reorder", "Save", and "Cancel". At the bottom, there is a "Page size:" dropdown set to "25" and a "1 to 9 of 9 items" indicator.

11. The page that you see next will mirror the Improvement Plan template. Enter each of the necessary fields:

- Title (Remember to start each action step title with a **number.**)
- Description
- Start Date
- End Date
- Requires Funding: Check the box if the step requires funding.
- Timeline
- Tags: **Important!** Under the SEA List, select either the **T3Y2** (Year 2) or **T3Y4** (Year 4) **for each Action Step.**
- Responsible: Click next to the name of each person responsible for this step.

Be sure to click the Save button!

12. Next, click on the **Add New Task** link, and follow the same process to add tasks to the action step. (Remember to start each Task title with a **number.**)

13. To add budget items to your action steps, click on the **Budget Items** tab that appears on the Action Step page.



14. On the next page that appears, click on the **Add Budget Item** link and enter what you have recorded in the template.

*Please note that the district's funding sources have to be set up in CAIS by the district's CAIS administrator before you will be allowed to attach budget items to action steps in CAIS. The link to **Add Funding Sources** is found in the Budget tab on the Plan Overview page. (Only users who are admins are able to add funding sources and able to see the link.)*

15. Continue with additional goals, strategies, actions, tasks and budget items until all parts of the Title III Improvement Plan have been entered into CAIS.

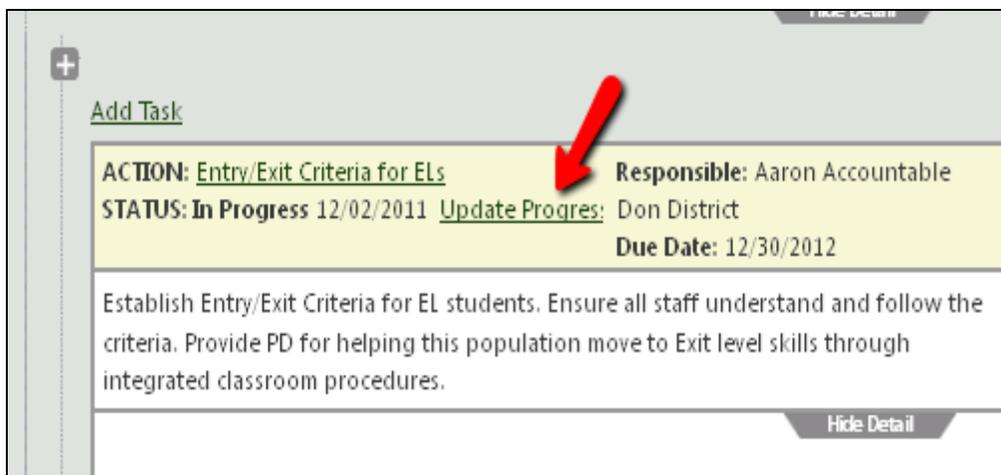
Monitoring Title III Improvement Plans in CAIS

The LEA team is required to record updates in CAIS. These updates will be reviewed by the Title III Regional COE Lead. The CDE staff will verify that both LEA and Title III Regional COE Leads complete monitoring status updates.

1. Go to CAIS at <http://www.cais.ca.gov>
2. Enter e-mail Address and Password
3. Click on the Plan tab at the top of the page.

Tip: Before you update your plan, click on the Report tab. Scroll until you see the report labeled Implementation Checklist. This report lists all of the plan's Action Steps and Tasks, Due Dates, Responsible person, and each of the status (progress) comments that the team has entered. This report enables you to quickly see which Action Steps need to be reported on for this progress period. Also, it can be a helpful tool for identifying which electronic file you will want to collect as evidence and attach when you write the progress updates.

4. Expand the outline to display goals, strategies and action steps.
5. Scroll down to an action step, and click on **Update Progress**.



The screenshot displays a user interface for the CAIS system. At the top left, there is a plus sign icon and the text 'Add Task'. Below this, a task entry is shown with a yellow background. The task details are: **ACTION:** Entry/Exit Criteria for ELs, **Responsible:** Aaron Accountable, **STATUS:** In Progress 12/02/2011, **Update Progress:** Don District, and **Due Date:** 12/30/2012. A red arrow points to the 'Update Progress' link. Below the task details, the description reads: 'Establish Entry/Exit Criteria for EL students. Ensure all staff understand and follow the criteria. Provide PD for helping this population move to Exit level skills through integrated classroom procedures.' At the bottom right of the task entry, there is a 'Hide Detail' button.

- Next you will see the Update a Plan Action Status page. Use the drop down to select **In Progress**, **Completed**, or **Suspended**. If the Action Step is already **In Progress**, you may add new text to the **Status Note** box to communicate recent progress. **Be sure to click the SAVE button!**

UPDATE A PLAN ACTION STATUS

Instructions/Description

Status: ^A
 In Progress ▼

Status Note:
 [Text Area]

Save Cancel

- Alternatively, if you click on the underlined Action Step title in the Plan Overview page, that link will take you to the Action Step summary page.

[Add Task](#)

ACTION: Entry/Exit Criteria for ELs **Responsible:** Aaron Accountable
STATUS: In Progress 12/02/2011 Update Progress: Don District **Tasks:** 1 of 5 Complete **Budgeted:** \$1,150.00
Due Date: 12/30/2012 **Actual:** \$400.00

Establish Entry/Exit Criteria for EL students. Ensure all staff understand and follow the criteria. Provide PD for helping this population move to Exit level skills through integrated classroom procedures.

CDE (1) LEA (1)
 T2_EDP Impact

Hide Detail

SHOW BUDGET WORKSHEET

All of the Tasks are listed on the this page, and you can update the status of the Action Step and the Tasks from this page.

ACTION STEP SUMMARY

Action Step Summary Page Description or Instructions Edit

Title: Entry/Exit Criteria for ELs **Status:** IN PROGRESS [Update Status](#)

Descriptions: Establish Entry/Exit Criteria for EL students. Ensure all staff understand and follow the criteria. Provide PD for helping this population move to Exit level skills through integrated classroom procedures.

Start Date: 09/15/2012 **End Date:** 12/30/2012

Requires Funding: Yes **Professional Development:** Yes

Audience: Board of Education, staff, and parents

Responsible: Aaron Accountable (LEA), Don District (LEA)

Tasks (5) Status Updates (9) Budget by Source (2) Budget by Source

[Add Task](#)

Reorder Save Cancel Filter: Active [Update](#)

Page size: 25 1 to 5 of 5 items

Sort	Task Name	Description	Status	Responsible	Due Date
1	Research Entry/Exit Criteria	Research valid entry/exit criteria for ELD and develop a summary of findings.	In Progress	Don District (LEA)	09/08/2012
2	Recruit Task Force	Identify and recruit Task Force (include Core, Intervention, ELD, and RSP teachers).	In Progress		10/05/2012
4	Develop Policy Proposal	Task Force develops a policy proposal for Board review	In		11/02/2012

- To print or archive your updates in a report format, click on the **Plan** breadcrumb at the top of the page, or the **Plan** tab.
- Next, click on the **Reports** tab. You may filter the plan to limit what appears in the report. To view only those action steps that are Title III, use the **SEA Tag** filter to select either **T3Y2** or **T3Y4**. Click on **Update**, and then select either the Plan report or the Implementation Checklist.

The screenshot shows the 'Reports' tab in a web application. The 'FILTERS' section includes dropdown menus for Status, Funding Source, SEA Tag, LEA Tag, and Assignment. There are also radio buttons for Type (Active/Retired) and a 'Requires PD' checkbox. Budgeted and Actual values are displayed. Below the filters are 'Update' and 'Clear' buttons. At the bottom, there is a breadcrumb trail with 'Plan' and 'Implementation Checklist' links, and a list of items including 'Plan' and 'Implementation Checklist'. Red arrows point to the 'SEA Tag' dropdown, the 'Update' button, and the 'Plan' and 'Implementation Checklist' links in the breadcrumb trail.

For Title III Improvement Plan content related questions, contact:
Lilia G. Sánchez at lsanchez@cde.ca.gov

For Title III technical assistance, contact:
Will Lee at wlee@cde.ca.gov.

Appendix A

Regional County Office of Education Leads Title III Year 2 and 4 Technical Assistance Contact List

Region 1 **Annette Murray**, Program Manager AVID & EL Service
(49 - Sonoma)

Sonoma County Office of Education
5340 Skylane Boulevard, Santa Rosa, CA 95403
707-524-2817, amurray@scoe.org

Nancy Rogers-Zegarra, Education Specialist Student Programs and Support
Services, Curriculum and Instruction
(23 – Mendocino)

Mendocino County Office of Education
2240 Old River Rd.
Ukiah, CA 95482
707-467-5101, nrogers@mcoe.us

Stephanie Wayment, ELA/ELD Specialist
(17 – Lake)

Lake County Office of Education
1152 S. Main Street
Lakeport, CA 95453
707-262-4163, swayment@lakecoe.org

Region 2 **Holly Ahmadi**, ELD Coordinator
(04 – Butte, 11 – Glenn, 18 – Lassen, 25 – Modoc, 32 – Plumas, 45 – Shasta,
47 – Siskiyou, 52 – Tehama, 53 – Trinity)

Butte County Office of Education
5 County Center Drive
Oroville, CA 95965
530-532-5713, hahmadi@bcoe.org

Rindy DeVoll, ELD Coordinator
(04 – Butte, 11 – Glenn, 18 – Lassen, 25 – Modoc, 32 – Plumas, 45 – Shasta,
47 – Siskiyou, 52 – Tehama, 53 – Trinity)

Butte County Office of Education
5 County Center Drive
Oroville, CA 95965
530-532-5806, rdevoll@bcoe.org

Region 3 **Jan Mayer**, Curriculum Specialist for English Learners
(**34 – Sacramento, 02 – Alpine, 06 – Colusa, 09 – El Dorado, 29 – Nevada, 31 – Placer, 46 – Sierra, 51 – Sutter, 57 – Yolo, 58 – Yuba**)

Sacramento County Office of Education
K-12 Curriculum and Intervention Department
P.O. Box 269003
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Regional COE Leads by Counties**

Counties (Region)	COE Lead
01 Alameda (R4)	Charlotte Ford/Cynthia Medina
02 Alpine (R3)	Jan Mayer
03 Amador (R6)	Olivia Sosa
04 Butte (R2)	Holly Ahmadi/ Rindy DeVoll
05 Calaveras (R6)	Olivia Sosa
06 Colusa (R3)	Jan Mayer
07 Contra Costa (R4)	Charlotte Ford
08 Del Norte (R1)	Annette Murray
09 El Dorado (R3)	Jan Mayer
10 Fresno (R7)	Laura A. Gonzalez
11 Glenn (R2)	Holly Ahmadi/ Rindy DeVoll
12. Humboldt (R1)	Annette Murray
13. Imperial (R9)	Antonio Mora
14. Inyo (R10)	Fermin Jaramillo/ Maritza Rodriguez
15. Kern (R8)	Elva Hennessee
16. Kings (R7)	Laura A. Gonzalez/ Laura Voshall
17. Lake (R1)	Stephanie Wayment
18. Lassen (R2)	Holly Ahmadi/ Rindy DeVoll
19. Los Angeles (R11)	Magdalena Ruz Gonzalez Silvina Rubinstein
20. Madera (R7)	Laura A. Gonzalez
21. Marin (R4)	Charlotte Ford
22. Mariposa (R7)	Laura A. Gonzalez/ Laura Voshall
23. Mendocino (R1)	Nancy Rogers-Zegarra
24. Merced (R7)	Laura A. Gonzalez
25. Modoc (R2)	Holly Ahmadi/ Rindy DeVoll
26. Mono (R10)	Fermin Jaramillo/ Maritza Rodriguez
27. Monterey (R5)	Yee Wan/Lorena Tariba
28. Napa (R4)	Charlotte Ford
29. Nevada (R3)	Jan Mayer
30. Orange (R9)	Antonio Mora
31. Placer (R3)	Jan Mayer
32. Plumas (R2)	Holly Ahmadi/Rindy DeVoll
33. Riverside (R10)	Maritza Rodriguez

34. Sacramento (R3)	Jan Mayer
35. San Benito (R5)	Yee Wan/Lorena Tariba
36. San Bernardino (R10)	Fermin Jaramillo/ Maritza Rodriguez
37. San Diego (R9)	Antonio Mora
38. San Francisco (R4)	Charlotte Ford
39. San Joaquin (R6)	Olivia Sosa
40. San Luis Obispo (R8)	Elva Hennessee
41. San Mateo (R4)	Charlotte Ford/Denise Giacomini
42. Santa Barbara (R8)	Elva Hennessee
43. Santa Clara (R5)	Yee Wan/Lorena Tariba
44. Santa Cruz (R5)	Yee Wan/Lorena Tariba
45. Shasta (R2)	Holly Ahmadi/ Rindy DeVoll
46. Sierra (R3)	Jan Mayer
47. Siskiyou (R2)	Holly Ahmadi/ Rindy DeVoll
48. Solano ((R4)	Charlotte Ford
49. Sonoma (R1)	Annette Murray
50. Stanislaus (R6)	Olivia Sosa
51. Sutter (R3)	Jan Mayer
52. Tehama (R2)	Holly Ahmadi/ Rindy DeVoll
53. Trinity (Region 2)	Holly Ahmadi/Rindy DeVoll
54. Tulare (Region 7)	Laura A. Gonzalez/Laura Voshall
55. Tuolumne (R6)	Olivia Sosa
56. Ventura (R8)	Elva Hennessee
57. Yolo (R3)	Jan Mayer
58. Yuba (R3)	Jan Mayer

Appendix B

Ideas for Team Discussion and Future Planning to Improve English Language Development, English Language Arts, Mathematics, Professional Development, and Parental Participation Related to English Learners

English Language Development

- ✓ Goal 2A (AMAO 1: Annual Progress Learning English)
- ✓ Goal 2B (AMAO 2: English Proficiency)

Teachers will plan purposeful instruction while teaching ELD. LEA and site administrators at the elementary, middle, and high school levels will observe and verify that the following practices are in use:

- ELD instruction **accelerates** students' acquisition of English. It is not remedial instruction and it is part of the core curriculum for all English learners.
- ELD instruction is provided to all English learners based on English language proficiency level and instructional need. This includes ELs with disabilities and long-term ELs.
- ELD instruction is differentiated to meet the needs of all cohorts of ELs. Among these cohorts are newcomers, students making expected progress in English acquisition, and EL students who have been in California schools for five or more years without meeting reclassification criteria. This may require the creation of different courses, the utilization of different materials and different teaching strategies.
- Sound ELD instructional practices are implemented including:
 - Daily opportunities for students to practice academic language, especially oral academic language
 - Systematic, explicit, direct instruction followed by guided and independent practice
 - A focus on the unique forms and features of the English language
 - Scaffolding techniques
 - Flexible grouping and regular progress monitoring
 - Incorporation of higher-level critical thinking skills

- Attention to different student learning styles
- Clear language objectives for every lesson
- Checking for understanding throughout the lesson
- Lesson closure and reflection
- Frequent formative and summative assessment
- Assessment that accurately measures the acquisition of English in addition to curriculum-embedded assessments that monitor students' progress through the curricular materials

LEA and high school administrators will verify that ELs are making accelerated progress in ELD in order to complete high school requirements within a reasonable amount of time.

LEA and site administrators will:

- Conduct regular classroom observations and provide timely feedback to teachers on their classroom observations
- Develop and engage in an on-going process to read, discuss, analyze, and apply research to inform instructional practices for ELD
- Monitor the implementation of the modifications to curriculum, program, and method of instruction for the purpose of evaluating effectiveness of instruction and the overall program design

Site administrators will provide and facilitate collaboration time for classroom teachers to develop common assessments, share lesson designs, and teaching strategies for ELD that address all proficiency levels.

Site administrators and curriculum coaches, utilizing observation protocols, will assist classroom teachers in modifying specific classroom instructional practices.

Site administrators will verify that the following ELD program components are in place:

- Teachers are provided with timely and regular information about their ELs that includes English proficiency level, time in United States schools and all current achievement data available. This includes CST scores, CELDT scores, district benchmark assessment scores; and for secondary students, CAHSEE data (attempts and scores), grade point average (GPA), number of credits completed and completion of A-G coursework

- Teachers schedule sufficient time for listening, speaking, reading and writing activities within the ELD block with an emphasis on oral academic language using core and supplementary ELD materials
- Teachers provide writing activities for academic application (especially expository types)
- Teachers in general education, Structured English Immersion (SEI) and mainstream classes provide sufficient opportunity for students to receive additional ELD intervention and support as needed, based on their English language development needs
- Teachers in general education, SEI and mainstream classes monitor the acquisition of English of the ELs they teach and are provided support by administration to do so using appropriate research-based methods
- School staff use observational tools to plan, implement and evaluate the effectiveness of lesson delivery in ELD
- ELs receive daily ELD until they meet reclassification criteria. This includes ELs with disabilities (e.g., in alternate educational settings such as special day classes, speech students, and home schooling for medically fragile) and other students and incarcerated youth

Reading/Language Arts

✓ Goal 2C: (AMAO 3-AYP for ELs in English Language Arts)

LEA and site administrators will:

- Routinely visit classrooms to observe English Language Arts (ELA) instruction and to verify that all ELs have meaningful access to the core ELA curriculum utilizing universal access components as appropriate. They will provide timely feedback to teachers on these observations.
- Develop and engage in an ongoing process to read, discuss, analyze and apply research to inform the modification of the method of instruction of ELA within each program design.
- Monitor the implementation of the reading language arts program for ELs for the purpose of evaluating teaching and the program effectiveness. This includes regular monitoring of student progress so that interventions can be provided for students who are struggling before academic deficits become irreparable.

LEA and site administrators will verify that classroom teachers are implementing sound R/LA instructional practices, including:

- Explicit direct instruction followed by guided and independent practice
- Scaffolding techniques that make core instruction understandable for ELs at all English proficiency levels
- Flexible grouping that allows students to be taught at their level and progress as quickly as possible
- Well prepared lessons that include content and language objectives
- Thoughtful questioning techniques that encourage student engagement and high levels of thinking for ELs
- Cognitively demanding activities
- Attention to different student learning styles
- Regular assessment that drives instruction
- Checking for understanding throughout the lesson
- Use of primary language support when applicable and appropriate
- Lesson closure and opportunities for reflection

Site administrators, classroom teachers and R/LA coaches will:

- Utilize observation protocols, assist classroom teachers in modifying specific classroom instructional practices to better meet the needs of ELs
- Assist teachers in monitoring the progress of ELs in standards mastery and English proficiency and intervening when students do not make the expected progress
- Participate in professional development relative to the implementation of the core curriculum, universal access components related to ELs, and any supplementary ELA/ELD materials
- Collaborate with teachers to reflect on their practice and the degree to which ELs are benefiting from the instruction
- Use observational protocols to plan, implement and evaluate the effectiveness of ELA lesson delivery

Mathematics

✓ Goal 2C: (AMAO 3-AYP for ELs in Mathematics):

LEA and site administrators will:

- Routinely visit classrooms to observe Mathematics instruction and to verify that all ELs are being instructed appropriately in the core Mathematics curriculum utilizing universal access components as appropriate for ELs. They will provide timely feedback to teachers on these observations.
- Develop and engage in an on-going process to read, discuss, analyze and apply research to inform the modification of the method of instruction of Mathematics within each program design.
- Monitor the success of English learners in each Mathematics course and the supports provided for them, including intervention classes.
- Verify that classroom teachers are implementing sound, research based Mathematics instructional practices, including:
 - Explicit direct instruction followed by guided then independent practice
 - Scaffolding techniques
 - Incorporation of higher-level critical thinking skills
 - Attention to different student learning styles
 - Lesson objectives that address both the content and the language demands of the curriculum
 - Explicit instruction in the language of the discipline
 - Checking for understanding throughout the lesson
 - Use of primary language support and/or instruction when applicable and appropriate lesson closure and opportunities for reflection
- Ensure that ELs are provided the necessary linguistic support to access the course material and be successful in Mathematics classes.

Secondary administrators and counselors will:

- Regularly audit the placement in and success of English learners in Mathematics courses to assure that ELs are being appropriately placed and are successful in grade level appropriate Mathematics courses.
- Provide Mathematics intervention as required.

Site administrators and curriculum coaches will:

- Utilize observation tools, and assist classroom teachers in modifying specific classroom instructional practices.

Site administrator, classroom teachers and Mathematics coaches will:

- Participate in professional development relative to the implementation of the core curriculum, universal access components related to ELs, and any supplementary Mathematics materials.
- Use selected observation protocols and other documents to determine the degree of implementation of the Mathematics course of study.
- Use observational protocols to plan, implement, and evaluate the effectiveness of Mathematics lesson delivery.
- Monitor and periodically audit the placement of ELs in Mathematics courses to ensure maximum access.

Professional Development

✓ Goal 2D: (High Quality Professional Development)

The LEA will:

- Allocate funds to allow teachers and school administrators to visit other classrooms and schools within and outside the LEA to do the following:
 - Build a broader repertoire of effective EL instructional strategies.
 - Learn how successful schools engage in collaborative conversations around EL student data.
- Train site staff in structured protocols and other tools to facilitate data discussions and monitor progress toward EL goals.

- Train and coach principals and teachers on running effective collaborative data teams.
- Provide teachers and administrators with professional development focused on research based instructional strategies for improving achievement of ELs
- Provide on-going professional development to enhance teachers' understanding and use of adopted materials and assessments for ELs.
- Allocate adequate funding to professional development designed to increase teacher subject area competence, especially in ELD, reading/language arts, and Mathematics.
- Develop and implement a comprehensive progress monitoring system that measures mastery of academic content standards and English proficiency. The LEA will identify interim benchmarks of achievement to inform instruction and intervention decisions and to ensure that students do not incur irreparable academic deficits.
- Conduct an analysis of curriculum-embedded assessments on a quarterly basis to plan additional staff development based on EL students' achievement of content standards.
- Collaborate with teacher leaders to develop and implement a written professional development plan that promotes professional development, of sufficient intensity and duration, to have a lasting impact that enhances EL student learning.
- Conduct regular training of all instructional staff (including teachers, administrators, and paraprofessionals) to:
 - Identify early, appropriate interventions to help EL students learn
 - Improve student engagement strategies
 - Involve parents of EL students in their children's education
 - Understand and use assessments to improve classroom practice and student learning

Site administrators will schedule and participate in regular collaborative teacher meetings to:

- Analyze assessment data and discuss the implications of EL student performance in each part of the assessment

- Discuss specific lessons and strategies
- Examine EL student work
- Examine evidence of learning demonstrated in student work
- Discuss whether a particular skill or concept needs more instruction or review and plan future lessons to build on the concepts already mastered
- Plan effective re-teaching opportunities and enrichment lessons to accelerate learning for EL students
- Plan and implement effective ways of providing language support and accelerating language acquisition for ELs
- Debrief on professional development activities and discuss how to effectively integrate the new practices into lessons that benefit EL student achievement

Parent Involvement

✓ **Goal 2E: (Parent and Community Participation):**

LEA and site administrators will:

- Communicate with parents of ELs in a language understandable to the parent and in a timely manner.

Communication includes, but is not limited to student progress in ELD, academic proficiency, grade-level standards, high school graduation requirements, data reporting for the Standardized Testing and Reporting (STAR) program, local assessments, and available interventions in ELD, English language arts and Mathematics.

- Ensure that when 15 percent or more of the students at the school speak a primary language other than English, all notices, reports, statements, or records that the school sends to parents or guardian are written in the primary language(s) and English.
- Ensure that meetings and communications from the school are delivered in a language understandable to the families of ELs.

- Provide multiple vehicles to involve parents in the work of the school and the learning of their children. This could include:
 - Family Mathematics and/or Family Literacy workshops
 - English as a Second Language courses
 - Parenting skills workshops
 - Language and Culture classes for families to share and support the home culture

Establish a process for informing all parents of ELs of the following:

- The student's English proficiency level as measured by the CELDT and the status of the student's academic achievement
- The student's identification as an EL, program placement options and specific redesignation criteria
- The expected benchmarks of achievement as a function of time in U.S. schools and their child's progress toward meeting those benchmarks.