

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Title III Programs for Limited-English-Proficient (LEP) Students and Immigrants

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

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table.	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source	
Allowable Activities	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children</p>	<p>If yes, describe: The school will hold meetings with parents to discuss all aspects of identification, assessment, instruction, benefits, and exit requirements at our August Open Advisory. Parents of EL students with an IEP will be informed about the effectiveness of the plan to meet all associated goals and objectives.</p> <p>a. Training parent coordinator to help parents understand the identification and assessment process, options for program placement, EL compliance requirements, and how to help their children at home.</p> <p>b. Parent education conferences that include sessions on issues relevant to the education of immigrant families, and how to support social and academic achievement, health services, college preparedness and career readiness requirements, and parenting skills.</p> <p>c. Additional support for family education programs conducted for migrant families and families of recently arrived immigrants.</p> <p>d. Parent institutes to provide in-depth information to parents on California Common Core State standards-based instruction and expectations in learning English and grade level content, course requirements, graduation requirements, collaboratively developing an educational plan for their child.</p> <p>Attendance at national, state, and local conferences relevant to EL issues (e.g., NABE and CABE).</p>	<p>Administration</p> <p>Parent Coordinator</p> <p>ELD Coordinator</p> <p>Teachers</p>	<p>Parent Training/Workshops Attendance Provide Workshops</p> <p>Hold Parent Informational Conferences</p> <p>Ongoing communications through Newsletters, Bulletins, POWERSCHOOL (Illuminate) and conferences (Individual, group, etc.)</p>	<p>\$10,000</p>	<p>General Fund</p> <p>Grant Funding</p>

	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth</p>	<p>If yes, describe:</p> <p>a. Ongoing high quality professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model.</p> <p>Teacher training in SDAIE</p>	<p>Administration</p> <p>Parent Coordinator</p> <p>ELD Coordinator Teachers</p>	<p>Teacher training Consultant Technology support</p>	<p>\$5,000</p>	<p>General Fund</p> <p>Grant Funding</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth</p>	<p>If yes, describe:</p> <p>MORC School will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <p>a. Ongoing measurement of each LEP student's progress toward English language proficiency, through the use of ELD portfolios in English Language Arts and Mathematics.</p> <p>b. Use of SFA Modules for EL, Academic Language, Literacy, Vocabulary, Achieve3000, and Adaptive Curriculum to assist LEP students. (Supplemental Materials)</p> <p>Opportunities for ELD level 1 and 2 students to receive additional instructional support after school.</p>	<p>Administration</p> <p>Parent Coordinator</p> <p>ELD Coordinator Teachers</p>	<p>SFA Coordinator- Electronic Portfolios-General Fund</p> <ul style="list-style-type: none"> • SFA • Achieve3000 • Achieve3000 • Adaptive Curriculum <p>SDAIE/SIOP Trainer/Teacher participation</p>	<p>\$3,000</p> <p>\$1,126</p> <p>\$1,200</p>	<p>General Fund Title I Grant Funding</p>
		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

Allowable Activities	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Use SDAIE Methodology with a 6-8 SDAIE Lesson Design Template and embed the following four access strategies in professional development to address the linguistic and academic needs of ELs and provide access to the core curriculum aligned to California Common Core State Standards for English and Mathematics along with the California Common Core State Standards English Language Development. Instructional conversations (strategies for clarifying, expanding and elaborating thinking during discussions). Instructional strategies include: • Academic vocabulary development (e.g., frontloading and the use of Thinking Maps® and targeting high -frequency, high -utility academic words). • The use of graphic organizers/visual tools (e.g., Thinking Maps®, Adaptive Curriculum, etc.) • Cooperative learning (structured group activities that promote student interaction and accountability). • Provide professional development to EL instructional staff to build a common understanding of programs and services for ELs. <p>Provide training to parent coordinator, teachers, staff and administrators to help parents understand EL compliance requirements and how to help their children at home.</p>	<p>Administration</p> <p>Parent Coordinator</p> <p>ELD Coordinator Teachers</p>	<p>SFA Coordinator- Electronic Portfolios-General Fund</p> <ul style="list-style-type: none"> • SFA • Achieve3000 • Achieve3000 • Adaptive Curriculum <p>SDAIE/SIOP Trainer/Teacher participation</p>	<p>\$3,000</p> <p>\$1,126 \$1,200</p>	<p>General Fund Title I Grant Funding</p>
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	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services	<p>If yes, describe:</p> <p>a. Instruction Assistance to assist Newcomers in the classrooms for migrant families and families of recently arrived immigrants.</p> <p>b. Newcomers Instructional Materials and educational software</p>	<p>Teachers ELD Coordinator Tutors</p>	<p>a. Instructional Assistance for Newcomer Students</p> <p>b. Newcomers Educational Materials Rosetta Stone</p>	\$517	Immigrant Funds (Title III)
		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education	<p>If yes, describe:</p> <p>Listed in items above. A comprehensive college and career.</p>				

	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrant students and their families by offering comprehensive community services	If yes, describe: a) These activities involve professional experts in the field of education; Leadership team members, administrators, teachers, and staff, Consultant Experts, including University Partners, such as LMU School of Education, lead these activities.	Administrators Coordinators Teachers	Sponsoring seminars and trainings	\$3,000	General Fund Grant Funding
Immigrant Estimated Costs Total:					\$517	
Immigrant Indirect Costs:					-0-	