

Year 2



Year 4

**Title III**

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**Guidance for  
Local Educational Agencies  
Not Meeting  
Annual Measurable  
Achievement Objectives for  
Two or Four Years  
2013–14**

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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). LEAs include school districts, county offices of education, direct funded charter schools and consortia. Since school year 2011–2012, the California Department of Education (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 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 (Title III IP) based on a Needs Assessment. The Title III IP includes goals, research based strategies, action steps and tasks to address the issues 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 must address revision to the curriculum, program, and method of instruction for English learners (ELs) so that students can achieve the AMAO targets.

### Vision

The central premise of the Title III IP is that the LEA is responsible for increasing the educational performance of its 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 ELs. 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 IP 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 identifies, 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. The CDE provides technical assistance to the LEAs through the designated Title III Regional County Office of Education (COE) Leads (see Section 2). The COE Regional Leads support LEAs in planning, implementing and monitoring of the LEAs’ efforts to improve instruction and learning for ELs. As the Title III IP is implemented, the expectation is that LEAs will put systems in place to ensure that EL achievement improves and that LEA resources are allocated effectively.

The Title III IP 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).

**Year 2 LEAs:** Develop an IP plan for the first time, addressing the **factors that contributed to the LEAs' failure to meet the AMAO targets.**

**Year 4 LEAs:** Review the implementation and results of the Year 2 improvement plan, conduct an updated Needs Assessment, and write a Year 4 plan to specifically address **changes in curriculum, program and method of instruction for ELs.** The Title III IP for Year 4 should specify how the modifications will be implemented and describe how the LEA will hold itself accountable for results.

After developing the Title III IP using the template (see Section 6), LEAs must enter the Title III IP and all supporting documents into the online CAIS. This process will facilitate the quarterly progress reporting and monitoring activities.

Information about the Title III Accountability requirements and technical assistance is available on the CDE Title III Accountability Requirements Web page at <http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp>.

## **Section 2**

### **Title III Regional County of Education Leads: Technical Assistance and Support**

#### **Technical Assistance and Support**

The CDE designates Title III COE Leads to provide technical assistance within each of the 11 County Superintendent regions. The COE Leads assist identified LEAs with the development, implementation, and monitoring of the Title III IPs. Appendix A has contact information for the COE Leads.

COE Leads provide support to help LEAs do the following:

- Evaluate the effectiveness of current practices.
- Identify needs and prioritize focus areas.
- Develop and implement goals, strategies, and actions.
- Review plans for alignment to identified needs.
- Monitor the implementation of the plan
- Provide individual and regional support to LEAs.

The CDE and the COE Leads work collaboratively with the California Comprehensive Center (CA CC) at WestEd to coordinate efforts to provide technical assistance to support LEAs in developing and implementing effective plans.

#### **Title III Regional County Office of Education Lead Responsibilities**

The responsibilities of the COE Leads include the following:

##### **1. Provide Technical Assistance for Title III Improvement Plan Development**

COE Leads support LEAs to analyze EL data and develop IPs through various activities:

- 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 IPs and provide feedback to LEAs.
- Assist CDE in evaluating submitted Title III IPs.<sup>1</sup>

## **2. Monitoring of Improvement Plan Implementation**

COE Leads monitor and document IP implementation via CAIS quarterly progress reports, e-mails, meetings, telephone calls, and site visits.

- Assist LEAs to gather and report evidence of ongoing IP implementation
- Provide technical assistance using CAIS
- Collect data for evaluation purposes as needed

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<sup>1</sup> Regional COE Leads collaborate with CDE and CA CC staff to evaluate submitted plans, and do not evaluate district plans from their own regions.

## Section 3

### Title III Accountability: Local Educational Agency Responsibilities

#### Local Educational Agency Responsibilities

This section outlines key elements and suggested process for an LEA to follow as they address the Title III accountability responsibilities.

#### 1. Establish a Local Educational Agency Team

LEAs should consider establishing a team of district and stakeholders to participate in the development of the Title III IP. Consider including on the team individuals such as:

- District Superintendent/Assistant Superintendent
- Title III/EL Program Director or Coordinator
- District Administrators (e.g., Categorical, Special Education, Curriculum, Data Manager)
- School Principals/Administrators
- Teacher Leaders
- Parents
- Students
- Community members

#### 2. Designate an LEA contact with responsibility to oversee the development, approval, and implementation of the Title III Implementation Plan

The LEA will identify an individual to serve as the lead representative for Title III IP development and implementation. This individual will assume the primary responsibility for the following:

- Coordinate the activities of the LEA planning team.
- Collaborate with the COE Lead during the development of the Needs Assessment, for review and feedback.
- The COE Lead will assist the LEA to develop all components of the Title III IP using the *MS Word* plan template that matches the format of CAIS. When completed and reviewed by the COE Lead, copy and paste the Title III IP components into the LEA's on-line plan in CAIS.
- The Title III IP and supporting documents in Section 6 include: ELSSA, Needs Assessment, draft IP template (*MS Word*), Title III IP Evaluation Checklist, Title III IP Information Cover Sheet, and the signed Title III IP Assurance.
- Maintain an up-to-date record of Title III IP by entering key progress and completion milestones; notes on plan changes; and relevant deliverables. Attach evidence related to plan implementation in the LEA's IP 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 such as trainings, meetings, and webinars. Work closely with the COE Lead for individualized support and assistance.

### **4. Conduct a Needs Assessment**

Section 4 provides information about completing the required Needs Assessment to analyze ELs' linguistic and academic achievement data and other information related to the educational services and performance of ELs.

### **5. Develop the IP**

Section 5 provides step-by-step instructions for completing each component of the IP. The use of the IP template in *MS Word* to draft this document will allow for revisions to be made before uploading it on CAIS. The COE Lead will provide technical assistance and feedback during this process.

### **6. Implement and Monitor the Title III Implementation Plan**

The LEAs are expected to carry out the activities in the Title III IP according to the timelines identified in the plan. The people responsible for implementing each activity will be able to assist with reporting on the progress of the various tasks. At least quarterly, the LEA will update the progress of the implementation of the plan and attach appropriate evidence on CAIS. The COE Lead will monitor the implementation of the plan and provide support for reporting progress.

## Section 4

### Instructions for Completing the Needs Assessment

It is recommended that LEAs begin the Needs Assessment by completing the ELSSA data tables and the accompanying survey items. The ELSSA, ELSSA Toolkit, and ELSSA Supplement can be found at <http://www.cais.ca.gov> (see “Help” section) and at CDE’s Title III Accountability Requirements 2013 Web page at <http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp>.

The **data** for the ELSSA must be gathered from the LEA’s local data system. After completing the data tables, the responses to the ELSSA Survey items should be completed by the LEA team and additional stakeholders, as appropriate. See the ELSSA Toolkit for more information about administering the ELSSA.

The ELSSA includes data from the previous school year’s California English Language Development Test (CELDT), California Standards Test (CST), California Alternate Performance Assessment (CAPA), California Modified Assessment (CMA) and California High School Exit Examination (CAHSEE).

LEAs may find it helpful to look at the following additional data sources, disaggregated by language status (EL, initially fluent English proficient [IFEP], reclassified fluent English proficient [RFEP] and English only [EO]). The examination of these data sources may help LEA teams identify more specifically where the program may need modifications.

- Results of common benchmark assessments at the site and/or district-level graduation rates.
- Grade promotion and retention.
- Participation in Advanced Placement (AP), Honors classes, and Gifted and Talented Education (GATE) programs.
- Enrollment in grade eight, California Common Core State Standards (CCSS) aligned mathematics courses such as Integrated Mathematics 1, Algebra I or a pre-Algebra/Algebra Readiness program.
- Participation in specific special education services such as resource service, special day class participation, and speech and language services.

Examples of these kinds of data and their analyses can be found in the “Help” section on CAIS at <http://www.cais.ca.gov> and at <http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp>.

Data should be collected and analyzed prior to completing the Needs Assessment template located in Section 6 of this document.

## Needs Assessment Template

The Needs Assessment template is a *MS Word* document with expandable boxes for narrative responses. After the LEA completes the template and it is reviewed by the COE Lead, it must be uploaded to the “Requested Documents” section of the LEA Plan on CAIS.

Consortia complete one Needs Assessment that addresses all members of the consortium. The Needs Assessment must identify the specific needs for each member of the consortium. More information about consortia is in Section 5.

The Needs Assessment is organized into five items:

1. Brief description of the LEA’s characteristics including location, grade levels served, and students’ demographics.
2. Summary of EL linguistic and academic performance data, and description of strengths and weaknesses of the LEA’s current plan.
3. Identification of factors that prevented the LEA from meeting the AMAOs.
4. List of goals and areas of focus for improvement.
5. For LEAs in Title III Year 4, explanation of modification to curriculum, program and method of instruction.

### Item 1 has two components:

- **Item 1a:** Narrative description of the findings from the analysis of data. In this area the team specifies data sources, key insights, and conclusions drawn from the data.
- **Item 1b:** Review existing plans for ELs such as the LEA Plan/Addendum, the Title III Year 2 Improvement Plan, the EL Master Plan or other EL policies. This will help the LEA to identify the strengths and weaknesses of the current program and what factors contributed to the LEA not meeting the AMAO targets.

Consider the questions that follow as you prepare the narrative that describes the strengths and weaknesses along the categories below. The ELSSA “Survey Results by Category” section may also provide valuable information to consider when addressing this section.

- **Instructional Program Design:** Does the instructional program design ensure that ELs will make progress and master the 2012 California ELD Standards and Common Core State Standards? To what degree is the instructional program design based on sound theory and research evidence? Is the instructional program design appropriate for the ELs at all language proficiency levels?

- **Implementation of Standards Aligned With the California Common Core State Standards (CCSS) and 2012 ELD Standards and LEA Adopted Curricula:** Are there resources aligned to the 2012 California ELD Standards and CCSS? To what degree are district adopted curricula being implemented for ELs in the district? Are curricula being implemented consistently for ELs across schools and school segments? Are appropriate materials being used with ELs at all language proficiency levels?
- **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 and scaffolds are teachers using with their ELs (e.g. SDAIE strategies)? How consistently are teachers using these strategies? To what degree are these instructional strategies effective with ELs? How is the implementation of effective strategies being monitored? How is EL progress being monitored? Consider student placement, interventions, and assessment and accountability practices.
- **Professional Development:** Is professional development focused on the needs of ELs included in training for the CCSS? Is there a professional development plan for the implementation of the 2012 California ELD Standards? To what degree is professional development effectively implemented with teachers, administrators, counselors, and paraprofessionals? Does professional development include ongoing coaching and support to implement effective practices? What professional development needs exist in the LEA?
- **Parent and Community Participation:** To what degree do activities promote greater participation of parents and the community in the education of their children? How can family involvement be strengthened? Address activities for families that go beyond the state required parent committees such as the English Learner Advisory Committee (ELAC), the District English Learner Advisory Committee (DELAC) and Local Control and Accountability Plan (LCAP) advisory committees. State funds must support all state-required parental activities.
- **Parental Notification:** To what extent and by what methods are 100 percent of the parents made aware of their child’s English proficiency and academic content mastery? How are parents notified of their child’s program placement and their opportunity to apply for a waiver out of an English language instructional program? How are they made aware of the meetings and other district events in a language and manner they understand? How are translations and interpretation services provided to family members who require them? Have they been notified if the LEA has not met all AMAOs? Are all of the following state and federally required notifications timelines met?
  - 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
- Re-designation information
- At the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements

(Required per ESEA, sections 3116[a] & [b] and 3302[a] through [c])

- **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 Rates:** What are the graduation rates for ELs, RFEPs, and English only students? Is there a discrepancy? What have the trends been over time? Are the efforts to support students to score proficient on the CAHSEE and graduate effective?

**Item 2:** Requires the LEA to identify and describe the factors/causes contributing to the LEA's failure to meet AMAOs. Explain how the identified factors were verified from evidence gathered. For example, consider information from the data analysis in Item 1, program evaluations, classroom walkthroughs, observations, surveys, and interviews.

**Item 3:** Includes space to write a brief description-bulleted outline of each goal that was identified as an area of focus from the Needs Assessment. This section should include the Specific, Measurable, Attainable, Realistic, and Timely (SMART) goal statements. (See Appendix B.)

**Item 4:** Is required only for LEAs in Year 4 accountability. Provide a summary of how the plan includes changes in curriculum, program, and method of instruction.

## Section 5

### Content and Organization of the Improvement Plan

This section explains the content that must be provided in the Title III IP and describes the format and organization of the document.

#### Content

LEAs in Year 2 and Year 4 must write goals for all AMAOs that were not met as well as for any areas identified for improvement in the Needs Assessment. The LEAs in Year 4 must additionally specify the changes in curriculum, program, and method of instruction for ELs.

The Goals include:

- Goal 2A: AMAO 1- Annual Progress Learning English
- Goal 2B: AMAO 2- English Proficiency
- Goal 2C: AMAO 3- AYP for EL Subgroup (ELA and Math)
- Goal 2D: High Quality Professional Development
- Goal 2E: Parent and Community Participation
- Goal 2F: Parental Notification
- Goal 2G: Immigrant Students
- Goal 5A: Increase Graduation Rates

The chart in Appendix D summarizes the goals that LEAs must address based on the results of the Needs Assessment and their Title III Accountability Report.

Below is a description of the content to be addressed in each goal in the Title III IP.

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

If the LEA did not meet the AMAO 1 target, the plan must include measurable academic achievement goals and describe the strategies, action steps, and tasks (if appropriate) the LEA will use to improve annual ELD progress. If any subgroups of ELs did not make the expected annual progress, address their specific needs in this section. Consider the implementation of the 2012 California ELD Standards, the design of the ELD program, the use of standards-aligned ELD curriculum, the use of effective strategies and methods of instruction, and student progress monitoring.

For each action step and related tasks, identify the timeline with benchmarks, the person responsible, funding sources and estimated amounts that the LEA will use for each activity to improve ELD progress.

**2. Goal 2B (AMAO 2): Describe research-based strategies, with action steps and tasks, to improve the attainment of English language proficiency.**

If the LEA did not meet either target for AMAO 2, the plan must include measurable academic achievement goals, and describe the strategies, action steps, and tasks (if appropriate) the LEA will use to improve the attainment of English proficiency for both cohorts of ELs: newcomers and long term ELs (LTEL).

Consider the implementation of the 2012 California ELD Standards, the design of the ELD program, the use of a standards-aligned ELD curriculum, the use of effective strategies and methods of instruction, and student progress monitoring.

For each action step and related tasks, identify the timeline with benchmarks, the person responsible, funding sources and estimated amounts that the LEA will use for each activity to improve the attainment of English proficiency.

**3. 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 (R/LA), the plan must identify measurable academic achievement goals and describe the strategies, action steps and tasks (if appropriate) the LEA will use to improve the R/LA performance for ELs.

Consider the implementation of the 2012 California ELD Standards, the CCSS ELA Standards, the design of the ELA program, the ELA curriculum, the use of effective strategies and methods of instruction, and student progress monitoring.

For each action step and related tasks, identify the timeline with benchmarks, the person responsible, funding sources and estimated amounts that the LEA will use for each activity to improve EL achievement in R/LA.

**4. 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 describe the strategies, action steps and tasks (if appropriate) the LEA will use to improve the math performance for ELs.

Consider the implementation of the 2012 California ELD Standards, the CCSS Mathematics Standards, the design of the math program, the math curriculum, the use of effective strategies and methods of instruction, and student progress monitoring.

For each action step and related tasks, identify the timeline with benchmarks, the person responsible, funding sources and estimated amounts that the LEA will use for each activity to improve EL achievement in mathematics.

**5. 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.**

The plan must include measurable goals and describe the strategies, action steps and tasks (if appropriate) the LEA will use to implement professional development activities regarding ELs.

The professional development activities must be 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.

Consider the professional development needed to implement the 2012 California ELD Standards, the CCSS ELA and Mathematics Standards, use of curriculum, and the monitoring and use of effective strategies and methods of instruction.

For each action step and related tasks, identify the timeline with benchmarks, the person responsible, funding sources and estimated amounts that the LEA will use for each activity to improve professional development.

**6. 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.**

The plan must include measurable goals and describe the strategies, action steps and tasks (if appropriate) the LEA will use to implement parent and community participation activities.

The plan should describe parental participation and outreach activities that will promote greater participation of parents and family members of ELs in the education of their children. Consider involving parents in the planning and implementation of the 2012 California ELD Standards and the CCSS ELA and Mathematics Standards.

For each action step and related tasks, identify the timeline with benchmarks, the person responsible, funding sources and estimated amounts that the LEA will use for each activity to improve parent, family, and community participation. The activities must go beyond the state-required parent advisory activities such as the ELACs, DELACs, and Local Control Accountability Plan (ALCAP).

- 7. Goal 2F (Parental Notification):** Describe how the LEA will provide timely and understandable information to the parents of ELs.

The plan must include a goal to notify 100 percent of the parents of ELs regarding all topics required by state and federal statutes: 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; re-designation information; at the high school level, graduation requirements and annual notification of student progress toward meeting those requirements, and Title III Accountability results.

Additionally, the plan **may** include strategies, action steps and tasks (if appropriate) the LEA will use to ensure that parents of ELs receive timely notifications.

For each 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. State-required parent notifications may not be supported by Title III funds.

- 8. 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, the plan must include measurable goals, and describe the strategies, action steps and tasks (if appropriate) the LEA will use to improve supplemental services to immigrant students.

For each action step and related tasks, identify the timeline with benchmarks, the person responsible, funding sources and estimated amounts that the LEA will use to enhance services for immigrant students.

**9. Goal 5A (Increase Graduation Rates): If applicable, identify strategies, with action steps and tasks, to increase graduation 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 for ELs. The plan must include measurable goals, describe the strategies, action steps, and tasks (if appropriate), the LEA will use to increase EL graduation rates.

Consider activities that will develop students' advanced literacy and language skills, change practices to prevent the generation of LTELs, accelerate the achievement of LTELs, provide credit recovery options, and ensure that the current and former ELs develop the skills and meet the "a-g" requirements.

For each action step and related tasks, identify the timeline with benchmarks, the person responsible, funding sources, and estimated amounts that the LEA will use to enhance services for immigrant students.

### **Additional Information for Consortia**

Consortia leads and members receive a single Title III Accountability Report. Consortia are held accountable as a group for meeting the AMAOs and for the consequences of not meeting the AMAOs. Each consortium must submit a single, consortium-level Title III IP for all members of the consortium, as appropriate.

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 ensuring that the Title III IP is entered into CAIS. Like all other LEAs, consortia work with the Title III COE Leads, to meet accountability requirements.

The consortium lead LEA should convene its members to conduct the Needs Assessment and determine the needs of the ELs whose performance contributed to the consortium's failure to meet AMAO targets. If consortium members missed different AMAO targets, the "person responsible" function in CAIS may be used to identify which LEA is responsible for which activities. This is further described in Section 7: Entering Title III IPs and Documentation in the CAIS.

## Organization

Each goal includes relevant strategies, action steps, and tasks to clearly demonstrate how meeting this goal will improve language and academic performance for ELs.

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

- **SMART Goal**
  - **Strategy:** General topic to address how to reach the goal
    - **Action Step:** Specific activities to accomplish the strategy
      - **Tasks:** List of things to do to carry out the action step

### Example:

- **SMART Goal**

An increasing percentage of ELs will make annual progress in learning English. By September 2014, the percentage of ELs learning English will increase from 56.5 percent to 59 percent in order to move toward state defined growth expectations as measured by the CELDT.
- **Strategy**

Provide ELD instruction to ELs.
- **Action Step**

Use district approved standards-aligned materials for kindergarten through fifth ELD instruction. Kindergarten through fifth use “Elementary ELD” (Beg-Int.) or the ELD component to the adopted ELA curriculum (Int.-Adv) materials during ELD teaming and regrouping.
- **Tasks**
  - ❖ Use a data system to produce ELD lists noting current ELD levels of all ELs (two per year).
  - ❖ Organize groupings/teachers for leveled instruction.
  - ❖ Monitor implementation of instruction with walk through logs.
  - ❖ Inventory and disseminate instructional materials (two per year).

Action steps and tasks have fields to note the start and end date, and the person responsible for their completion. Action steps also include fields for the budget and target audience. The status of action steps and tasks can be updated over time as the plan is implemented (e.g., “complete,” “in progress”). Action steps include a field to note the comments about the implementation of the plan.

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 COE Lead for clarification. Budget related resources are available at <http://www.cais.ca.gov>. (See “Help” section.)

### **Title III Year 2 and Year 4 Plan Template**

Most strategies will require multiple action steps, and most action steps need multiple tasks. The CAIS is designed to support that level of planning. By using **copy and paste** functions within *MS Word*, the LEA team can add to the plan template as many strategies, action steps, and tasks needed to address the identified SMART goal. Once the plan is completely drafted and reviewed by the Title III COE Lead on the template, the team can copy and paste the plan components into CAIS. A “hard copy” version of the template is shown in Section 6. All templates used for Title III IPs can be downloaded from the CDE’s Title III Accountability Requirements 2013 Web page at <http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp> as well as from the CAIS “Help” page.

## 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 2013 Web page: <http://www.cde.ca.gov/sp/el/t3/t3amaotargets.asp>, and on the CAIS "Help" page at: <http://www.cais.ca.gov>.

The following documents are included:

1. **Title III Year 2 and Year 4 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 Title III IP template is completed by the LEA. Refer to Section 5 for instructions on writing the Title III IP.

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 IP. Additionally, the COE Leads will use this checklist to review the Title III IP 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 included.

4. **Title III Year 2 and Year 4 Improvement Plan Information Sheet**

The Title III IP Information Sheet is completed by the LEA.

5. **Title III Year 2 and Year 4 Improvement Plan Assurance**

The Title III IP Assurance template is completed by the LEA.

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

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**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 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 Requested Documents tab.

**1. Briefly summarize LEA's characteristics, EL linguistic and academic performance challenges, and identify and describe those key factors of the instructional program that prevented the LEA from meeting Title III AMAOs.**

a. Describe the LEA's makeup including location, grade levels, and demographics.

b. Describe findings from analyses of the CST, CAPA, CMA, CELDT, CAHSEE, state tools (e.g., ELSSA, APS), graduation (if appropriate), and other assessments used by the LEA (e.g. benchmark assessments, curriculum embedded assessments, ELSSA Supplement) to measure EL student English proficiency, academic achievement, and findings derived from other data analyses as these relate to the three AMAOs (Goals 2A, 2B, and 2C).

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

- Implementation of Instructional Services and Methods (Goal XX)

STRENGTHS:

WEAKNESSES:

- Professional Development (Goal 2D)

STRENGTHS:

WEAKNESSES:

- Parent and 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:

- Increase Graduation Rates (Goal 5A)

STRENGTHS:

WEAKNESSES

<p><b>2. Describe factors contributing to the failure to meet AMAO(s).</b> Identify and describe factors that prevented the LEA from achieving the AMAO(s) and explain how the identified factors above were verified using the evidence gathered.</p>		
AMAOs	FACTORS (e.g., inconsistent implementation, inadequate PD, inadequate resources)	EVIDENCE (e.g., data analyses, classroom walk through, program evaluation, surveys)
AMAO 1		
AMAO 2 Cohort 1: < 5 yrs		
AMAO 2 Cohort 2: ≥ 5 yrs		
AMAO 3 ELA		
AMAO 3 Mathematics		
<p><b>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.</b> 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: <b>must be addressed if the LEA receives Title III Immigrant Education Funds</b> )		
Goal 5A: (Increase Graduation Rates)		

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**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)

Goal \_\_\_\_ (2A, 2B, 2C etc.)

Add/Edit a **Strategy** (Actions needed to accomplish the Goal. Remember to assign a number!)

Strategy # \_\_\_\_ Title: (50 character limit)

Description: (1,000 character limit)

Add/Edit an **Action Step** (Steps needed to implement the Strategy. Remember to assign a number!)

Action Step # \_\_\_\_ 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.)

Professional Development Needed?   
(Check the box if professional development will be needed to accomplish the step.)

Timeline Notes: (500 character limit)

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

Tags: (select one)

T3Y2  T3Y4

Responsible: (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 if appropriate. Remember to assign a number!)

Task # \_\_\_\_\_ Title: (50 character limit)

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

Description: (255 character limit)

Due Date: (mm/dd/yyyy)

Responsible: (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 applicable, 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: _____ _____
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: _____ _____
C. Strengths and weaknesses of the current LEA Plan/Addendum or Title III, Year 2 Improvement Plan are included, as applicable.	<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): _____
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-2G, 5A)	<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

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<b>Title III, Year 4 LEAs Only</b>		
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 the <b>curriculum</b> * 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 <b>curriculum</b> for ELs.
B. The Title III, Year 4 Improvement Plan includes revisions to the <b>program</b> 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 <b>program</b> for ELs.
C. The Title III, Year 4 Improvement Plan includes revisions to the <b>method of instruction</b> 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 <b>method of instruction</b> for ELs.

\* **Revision to curriculum means:** Implementation of locally-adopted and California CCSS/2012 ELD standards-aligned 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, includes a timeline, and supports full implementation of the Strategy to improve progress in ELD (Tasks may be necessary depending on the scope and complexity of the Action Step).	<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"/> N/A	<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 five years, or ___ five 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="width: 80%; margin-left: 0;"/> <input type="checkbox"/> The Goal 2B section does not address the following cohort of ELs that missed AMAO #2: ___ fewer than five years, or ___ five 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, includes a timeline, and supports full implementation of the Strategy to improve English proficiency through ELD (Tasks may be necessary depending on the scope and complexity of Action Step).	<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 five years, or ___ five 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

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<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 ELA.	<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 ELA.	<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: 80%; margin-left: 0;"/>
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 does not specifically address ELA.
D. The Action Step is clearly written, includes a timeline, and supports full implementation of the Strategy to improve the teaching and learning for ELs in ELA. (Tasks may be necessary depending on the scope and complexity of Action Step).	<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 ELs. <input type="checkbox"/> Action Step #____ appears to apply to other content areas and does not 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

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<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>	<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

### 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 EL 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: _____
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 does not specifically address Mathematics.
D. The Action Step is clearly written, includes a timeline, and supports full implementation of the Strategy to improve the teaching and learning of ELs in Mathematics. (Tasks may be necessary depending on the scope and complexity of Action Step).	<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 ELs. <input type="checkbox"/> Action Step #____ appears to apply to other content areas and does not specifically address Mathematics. <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

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<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>	<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

### 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 ELs.
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 ELs.
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. (Tasks may be necessary depending on the scope and complexity of Action Step).	<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 ELs (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

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<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:
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 ELs.
D. The Action Step is clearly written, includes a timeline, and supports full implementation of the Strategy to increase the participation of parents and community members. (Tasks may be necessary depending on the scope and complexity of Action Step).	<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 ELs. <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

### 8. Goal 2F: Parental Notification

Plan Element	Completion (check)	Please revise or clarify elements noted below
A. The SMART Goal is included for Goal 2F regarding 100% required parental notification including all required Title III elements. <a href="http://www.cde.ca.gov/ta/cr/documents/el201213c.pdf">http://www.cde.ca.gov/ta/cr/documents/el201213c.pdf</a> .	<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 including all required Title III elements.
B. The Goal 2F section addresses all areas identified as needing improvement related to parental notification if applicable.	<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 are required by Title III: <hr/>
C. The Strategy identifies the topic and is clearly related to improving parental notification processes.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> Incomplete <input type="checkbox"/> N/A	<input type="checkbox"/> Strategy # ____ appears to address a topic other than parental notification.
D. The Action Step is clearly written, includes a timeline, and supports full implementation of the Strategy to improve parental notification. (Tasks may be necessary depending on the scope and complexity of Action Step).	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete <input type="checkbox"/> N/A	<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 all parent notifications and it lacks a focus on the parents of ELs. <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"/> N/A	<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

## Title III Year 2 and Year 4 Improvement Plan Evaluation Checklist

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		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

### 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"/> N/A	<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"/> N/A	<input type="checkbox"/> The Goal 2G section does not address 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"/> N/A	<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, includes a timeline, and supports full implementation of the Strategy to improve immigrant student services. (Tasks may be necessary depending on the scope and complexity of Action Step).	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete <input type="checkbox"/> N/A	<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"/> N/A	<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"/> N/A	<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"/> N/A	<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: Increase Graduation Rate

___ is required to be addressed because the LEA did not meet the EL graduation rate	___ is not addressed per Needs Assessment
___ is not required because the LEA did meet the EL graduation rate.	___ is addressed per Needs Assessment because the LEA established desired outcomes for growth

Plan Element	Completion (check)	Please revise or clarify elements noted below
A. The SMART Goal is included for Goals 5A 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"/> N/A	<input type="checkbox"/> The SMART Goal must indicate an increase in graduation rates.
B. The Goal 5 A section addresses all areas identified as needing improvement related to EL subgroup graduation rate.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete <input type="checkbox"/> N/A	<input type="checkbox"/> The Goal 5A section does not address the following areas related to increasing EL graduation 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 rate.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete <input type="checkbox"/> N/A	<input type="checkbox"/> Strategy #___ appears to address a topic other than EL graduation rate.
D. The Action Step is clearly written, includes a timeline, and supports full implementation of the Strategy to improve EL graduation rates. (Tasks may be necessary depending on the scope and complexity of Action Step).	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete <input type="checkbox"/> N/A	<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 EL 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"/> N/A	<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"/> N/A	<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

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<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

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### 11. Accountability of responsible persons and plan location

Assurance Page Element	Completion (check)	Please revise or clarify elements noted below
A. The LEA's home page URL 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 the CDE of the specific link for the plan after plan is approved. <hr/>
B. The Assurance page includes the dates and signatures of Superintendent/Charter School Administrator, LEA Contact, Board President/Charter Director and EL Administrator.	<input type="checkbox"/> complete <input type="checkbox"/> missing <input type="checkbox"/> incomplete	<input type="checkbox"/> The Title III IP Assurance page is missing the following information: ___ Dates and/or signatures of: ___ Superintendent/Charter School Administrator ___ Board President/Charter Director ___ LEA EL 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 AMAO 1, 2, and 3 for two and four 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 IP.

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

<b>Date submitted:</b>	<b>Date Reviewed:</b>
<b>Name of COE Lead:</b>	

<b>Part A: Initial LEA, Student demographics, and Title III contact information</b>			
<b>Name of LEA Lead:</b> _____ <b>LEA CDS Code:</b> _____ <b>Region #:</b> _____	<b>Contact Person:</b> _____ <b>Telephone: ( )</b> _____ <b>E-Mail:</b> _____		
<b>Number Students Enrolled in LEA :</b> _____ <b>EL: (# students)</b> _____ <b>Immigrant: (# students)</b> _____ <b>Title III Funding Amount :</b> \$ _____ <b>Immigrant Funding Amt. :</b> \$ _____	<b>Program Improvement (PI): Yes No</b> <b>If yes, how many years in PI</b> _____ <b>Consortia: Yes No</b> <b>(Please attach a list of members.)</b>		
<b>Part B: Student Achievement Accountability History</b>			
Check AMAO(s) failed in 2009–10	<input type="checkbox"/> AMAO1	<input type="checkbox"/> AMAO 2 <input type="checkbox"/> Cohort 1: <5 yrs. <input type="checkbox"/> AMAO 2 <input type="checkbox"/> 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 <input type="checkbox"/> 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
Check AMAO(s) failed in 2012–13	<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 Information

**Part C:** As a result of **findings** in completing the **Needs Assessment**, identify the curriculum, method of instruction, and programs that are targeted in your Title III IP.

Curriculum Areas	Programs and Methods
<input type="checkbox"/> English Language Development (AMAO 1&2)	<input type="checkbox"/> ELD Program
<input type="checkbox"/> English Language Arts (AMAO 3)	<input type="checkbox"/> Reading/Math Intervention Programs
<input type="checkbox"/> Mathematics (AMAO 3)	<input type="checkbox"/> Structured English Immersion Program
<input type="checkbox"/> Other Core?	<input type="checkbox"/> English Mainstream Program
<input type="checkbox"/> Other Non-Core?	<input type="checkbox"/> Alternative Program
	<input type="checkbox"/> Immigrant Program
	<input type="checkbox"/> Parent Outreach/ Involvement Programs
	<input type="checkbox"/> Teaching Strategies/Methods (PD)

**Part D:** As part of the **Needs Assessment** verifying from evidence the factors that prevented the LEA from meeting the AMAOs, identify the state and local tools used to review student achievement and instructional programs.

<p>Results (tools) Accessed/Used:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELSSA</li> <li><input type="checkbox"/> Academic Program Survey (APS)</li> <li><input type="checkbox"/> District Assistance Survey (DAS)</li> <li><input type="checkbox"/> Inventory of Services and Supports (ISS)</li> </ul>	<p>LEA Local Results (tools) Access/Used:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff Survey</li> <li><input type="checkbox"/> Parent Survey</li> <li><input type="checkbox"/> Strategic Planning Results</li> <li><input type="checkbox"/> Other</li> </ul>
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**Comments**

# Title III Year 2 and Year 4 Improvement Plan Assurance

Local Educational Agency (LEA) Plan Information:

Title III YEAR 2 (✓) \_\_\_\_\_

Title III YEAR 4 (✓) \_\_\_\_\_

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 with 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 Title III Improvement 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 Title III Improvement 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 the LEA Web site and uploaded to CAIS.

LEA URL: \_\_\_\_\_

Signatures:

\_\_\_\_\_  
Superintendent/Charter Director

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board President/Charter Director

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
English Learner  
Coordinator/Director

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

## Section 7

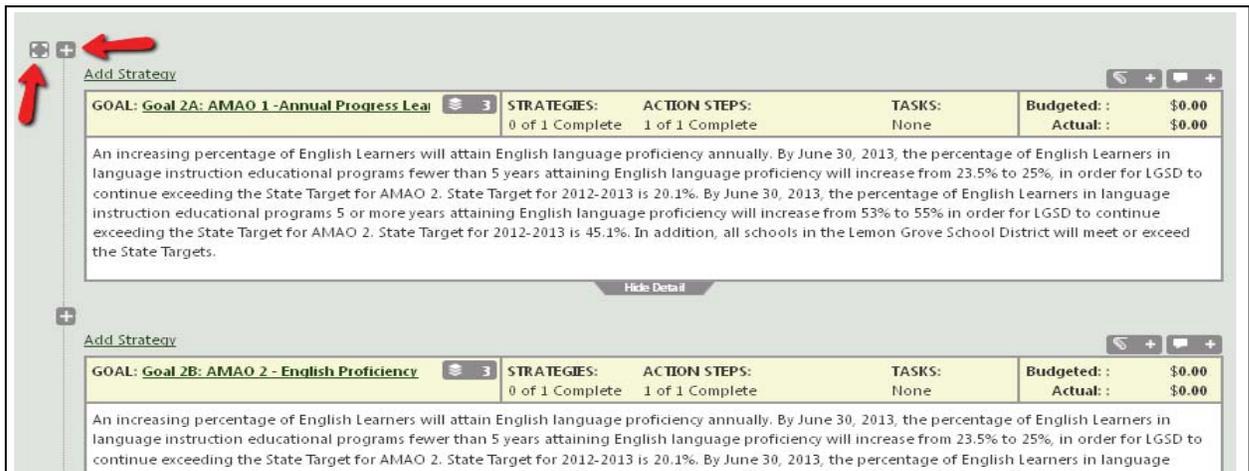
### Entering Title III Year 2 and Year 4 Plans and Documentation into the California Accountability and Improvement System

**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 IP template, and after the Title III COE Lead has reviewed the Title III IP.

1. The Title III COE Lead, named on the Plan Assurance and who is the direct liaison with the Title III COE Lead, should receive an invitation to access the CDE CAIS. The invitation will 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:

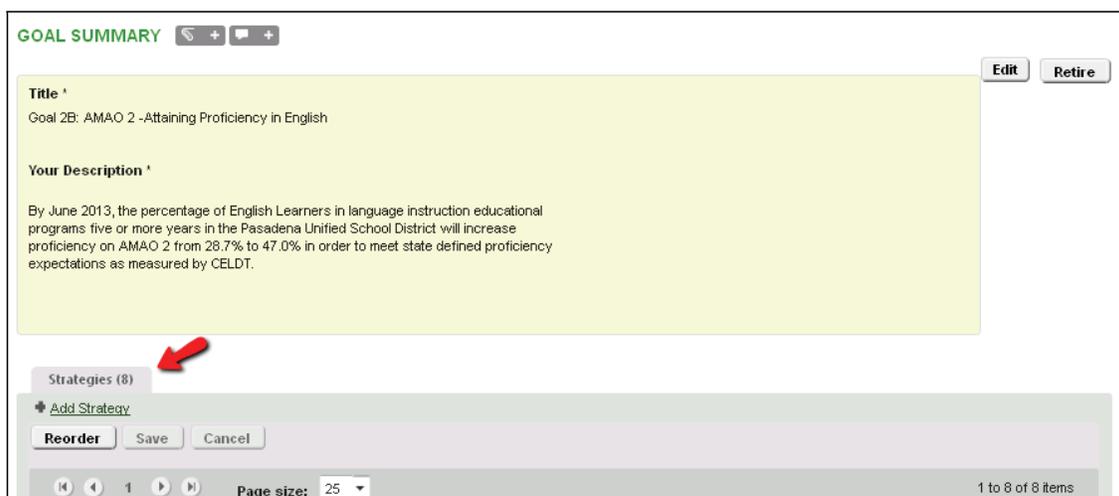
- ✓ Title III Year 2 and Year 4 Improvement Plan Needs Assessment
- ✓ Title III Year 2 and Year 4 Improvement Plan formation
- ✓ Title III Year 2 and Year 4 Improvement Plan Assurance
- ✓ English Learner Subgroup Self-Assessment

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 the Save button when you have finished!**

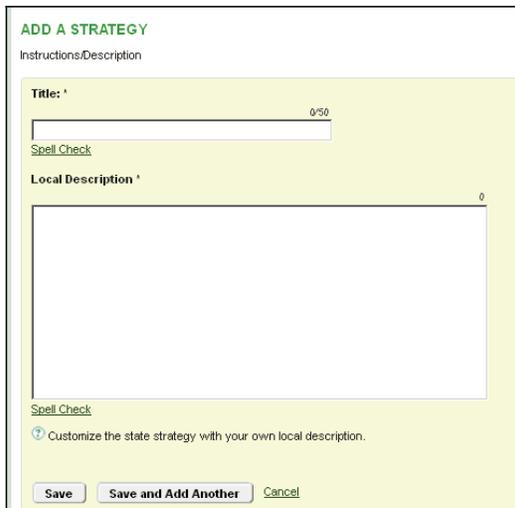
8. Next, click on the **Add Strategy** link.



9. Enter the title and description for the first Strategy assigned to this Goal.

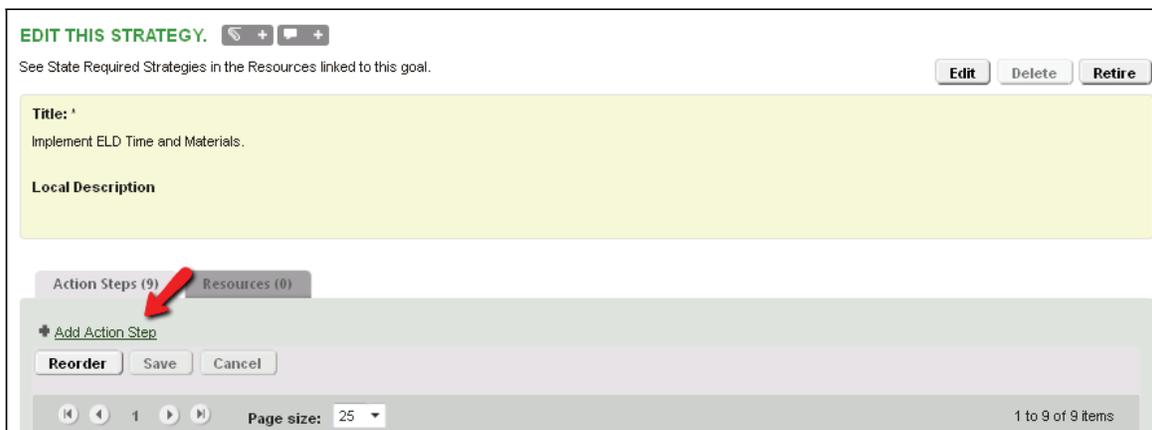
Remember to start each Strategy title with a sequential number. This allows you to reference a specific Strategy when reviewing with the LEA team. Example: “Everyone look at Strategy #2, Professional Development of Teachers.

**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 "Spell Check" links below them. A note at the bottom states "Customize the state strategy with your own local description." and there are three buttons: "Save", "Save and Add Another", and "Cancel".

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." and buttons for "Edit", "Delete", and "Retire". The "Title:" field contains "Implement ELD Time and Materials." and the "Local Description" field is empty. Below these fields are tabs for "Action Steps (9)" and "Resources (0)". A red arrow points to the "Add Action Step" link under the "Action Steps" tab. Below this link are "Reorder", "Save", and "Cancel" buttons. At the bottom, there are navigation icons, a "Page size: 25" dropdown, and "1 to 9 of 9 items".

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 administrators 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 IP have been entered into CAIS.

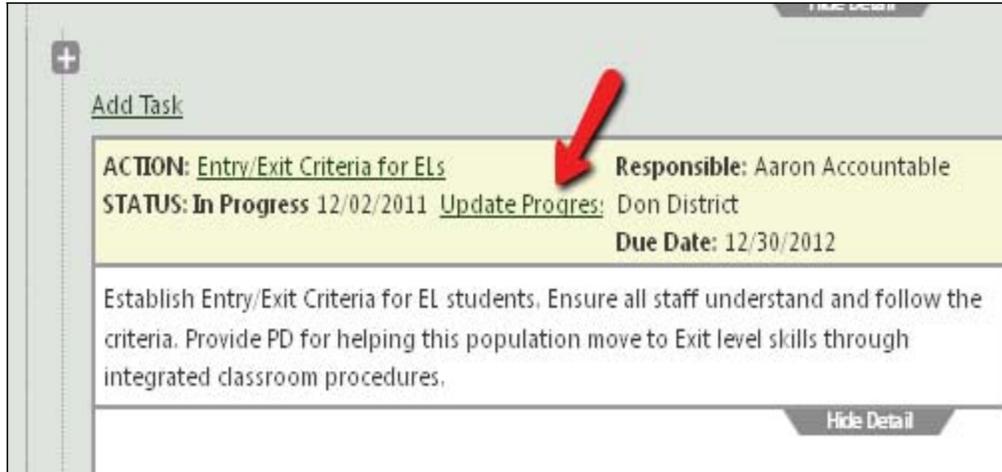
## Monitoring Title III Improvement Plans in California Accountability and Improvement System

The LEA team is required to record updates in CAIS. These updates will be reviewed by the Title III COE Lead. The CDE staff will verify that both LEA and Title III 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 the Title III IP is updated, click on the Report tab. Scroll until one see the report labeled Implementation Checklist. This report lists all of the plan's Action Steps, Tasks, Due Dates, Responsible Person, and each of the status (progress) comments that the team has entered. This report enables one to quickly see which Action Steps need to be reported during the progress period. Also, it can be a helpful tool for identifying which electronic file one will want to collect as evidence and attach when one writes 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.**



6. Next one 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**, one 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: <sup>A</sup>  
 In Progress ▼

Status Note:  
 [Text Area]

Save Cancel

7. Alternatively, if one clicks on the underlined Action Step title in the Plan Overview page, that link will take one 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  
 Due Date: 12/30/2012

Tasks: 1 of 5 Complete Budgeted: \$1,150.00  
 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 one can update the status of the Action Step and the Tasks from this page.

**ACTION STEP SUMMARY** 1 7 Edit

Action Step Summary Page Description or Instructions

Title: Entry/Exit Criteria for ELs  
 Status: IN PROGRESS Update Status  
 Start Date: 09/15/2012 End Date: 12/30/2012

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.

Requires Funding: Yes Professional Development: Yes  
 Audience: Board of Education, staff, and parents  
 Responsible: Aaron Accountable (LEA), Don District (LEA)

SEA (1) T2\_EDP  
 LEA (1) Impact

Tasks (5) Status Updaters (0) Budget Base (2) Budget by Source

Add Task Recorder Save Cancel Filter: Active Update

Sort	Task Name	Description	Status	Responsible	Due Date
1	<u>Research Entry/Exit Criteria</u>	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 Progress		11/02/2012

- To print or archive ones 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. One 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 a web interface with a top navigation bar containing tabs for Plan, Timeline, Budget, Manage Goals, and Reports. The Reports tab is active. Below the navigation bar is a 'FILTERS' section with several dropdown menus and checkboxes. The filters include: Status (All Statuses), Funding Source (All Funding Sources), SEA Tag (All CDE Tags), LEA Tag (All LEA Tags), Assignment (All Assignments), Update (All Updates), Goal (All Goals), Type (Active/Retired), and Requires PD (checkbox). Budgeted and Actual values are also displayed. At the bottom of the filters section are 'Update' and 'Clear' buttons. Below the filters is a list of navigation links: Plan, Plan, and Implementation Checklist. Red arrows point to the SEA Tag dropdown, the first 'Plan' link, and the 'Implementation Checklist' link.

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For Title III technical assistance, contact:

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# APPENDIX A

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

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## APPENDIX B

<b>Title III Year 2 and 4 Technical Assistance Regional COE Leads by Counties</b>	
<b>Counties (Region)</b>	<b>COE Lead</b>
01 Alameda (R4)	Charlotte Ford/Cynthia Medina
02 Alpine (R3)	Jan Mayer
03 Amador (R6)	Karin Linn-Nieves
04 Butte (R2)	Holly Ahmadi
05 Calaveras (R6)	Karin Linn-Nieves
06 Colusa (R3)	Jan Mayer
07 Contra Costa (R4)	Charlotte Ford
08 Del Norte (R1)	Gail Eagan
09 El Dorado (R3)	Jan Mayer
10 Fresno (R7)	Laura Voshall/Laura A. Gonzalez
11 Glenn (R2)	Holly Ahmadi
12. Humboldt (R1)	Gail Eagan
13. Imperial (R9)	Antonio Mora/Keila Rodriguez
14. Inyo (R10)	Fermin Jaramillo/ Melissa Bazanos
15. Kern (R8)	Elva Hennessee
16. Kings (R7)	Laura Voshall/Laura A. Gonzalez
17. Lake (R1)	Stephanie Wayment
18. Lassen (R2)	Holly Ahmadi
19. Los Angeles (R11)	Magdalena Ruz Gonzalez Silvina Rubinstein
20. Madera (R7)	Laura Voshall/Laura A. Gonzalez
21. Marin (R4)	Charlotte Ford
22. Mariposa (R7)	Laura Voshall/Laura A. Gonzalez
23. Mendocino (R1)	Nancy Rogers-Zegarra
24. Merced (R7)	Laura Voshall/Laura A. Gonzalez
25. Modoc (R2)	Holly Ahmadi
26. Mono (R10)	Fermin Jaramillo/ Melissa Bazanos
27. Monterey (R5)	Yee Wan/Lorena Tariba
28. Napa (R4)	Charlotte Ford
29. Nevada (R3)	Jan Mayer
30. Orange (R9)	Antonio Mora/Stephanie Rosson-Niess
31. Placer (R3)	Jan Mayer
32. Plumas (R2)	Holly Ahmadi
33. Riverside (R10)	Melissa Bazanos/Fermin Jaramillo

34. Sacramento (R3)	Jan Mayer
35. San Benito (R5)	Yee Wan/Lorena Tariba
36. San Bernardino (R10)	Fermin Jaramillo/ Melissa Bazanos
37. San Diego (R9)	Antonio Mora/Karla Groth
38. San Francisco (R4)	Charlotte Ford
39. San Joaquin (R6)	Karin Linn-Nieves
40. San Luis Obispo (R8)	Elva Hennessee
41. San Mateo (R4)	Charlotte Ford
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
46. Sierra (R3)	Jan Mayer
47. Siskiyou (R2)	Holly Ahmadi
48. Solano ((R4)	Charlotte Ford
49. Sonoma (R1)	Gail Eagan
50. Stanislaus (R6)	Karin Linn-Nieves
51. Sutter (R3)	Jan Mayer
52. Tehama (R2)	Holly Ahmadi
53. Trinity (Region 2)	Holly Ahmadi
54. Tulare (Region 7)	Laura A. Gonzalez/Laura Voshall
55. Tuolumne (R6)	Karin Linn-Nieves
56. Ventura (R8)	Elva Hennessee
57. Yolo (R3)	Jan Mayer
58. Yuba (R3)	Jan Mayer

# APPENDIX C

## Strategies and Actions 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)

### Strategy:

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

### Actions:

- ELD instruction **accelerates** students' acquisition of English. It is not remedial instruction and it is part of the core curriculum for all ELs.
- ELD instruction is provided to all ELs based on English language proficiency level and instructional need. This includes ELs with disabilities and LTELs.
- 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.
  - A focus on how language works and meaningful communication in the English language.
  - Scaffolding techniques.
  - Flexible grouping.
  - Regular progress monitoring.

- Incorporation of higher-level critical thinking skills. Clear language objectives for every lesson.
- Frequent formative and summative assessment.

**Strategy:**

Local educational agencies and high school administrators will verify that ELs are making accelerated progress in ELD in order to complete high school requirements, including graduation rate, within a reasonable amount of time.

- 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, CELDT, 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 focused on meaningful communication and knowledge of how language works as identified in the California 2012 ELD Standards.
- Teachers provide sufficient opportunity for students to receive additional ELD intervention and support as needed, based on their English language development needs.

- School staff plan, implement, and evaluate the effectiveness of lesson delivery in ELD.
- English learners 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) incarcerated youth and other students.

### **Reading/Language Arts**

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

#### **Strategy:**

LEA and site administrators monitor for EL access to ELA program components:

#### **Actions:**

- Routinely visit classrooms to observe 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.

#### **Strategy:**

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

#### **Actions:**

- Scaffolding techniques that provide ELs access to the Common Core State Standards rigor in ELA.

- 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 critical thinking skills for ELs.
- Cognitively demanding activities.
- 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.
- Multiple opportunities for students to participate in meaningful collaboration with peers.

**Strategy:**

Site administrators, classroom teachers and R/ELA coaches will monitor student achievement through the following:

**Action:**

- Utilize observation protocols, and 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 reach the expected progress.
- Collaborate with teachers to reflect on their practice and the degree to which ELs are benefiting from the instruction.
- Implement and evaluate the effectiveness of ELA lesson delivery.

**Mathematics**

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

**Strategy:**

LEA and site administrators will verify that classroom teachers are implementing sound instructional practices in Mathematics including:

**Actions:**

- 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 ELs 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:
  - Scaffolding techniques.
  - Incorporation of higher-level critical thinking skills.
  - 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.

**Strategy:**

Secondary administrators and counselors will monitor student placement in appropriate mathematical progress:

**Actions:**

- Regularly audit the placement in and success of ELs 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.

**Strategy:**

Site administrators and curriculum coaches will monitor EL instruction and student achievement.

**Actions:**

- Utilize observation tools, and assist classroom teachers in modifying specific classroom instructional practices.
- Use selected observation protocols and other documents to determine the degree of implementation of the mathematics course of study.
- Implement and evaluate the effectiveness of mathematics lesson delivery.

**Professional Development**

- Goal 2D: (High Quality Professional Development)

**Strategy:**

LEA and site administrators will verify that school staff attend, and align, ongoing, systematic professional development around EL instructional needs.

**Actions:**

- 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.
  - Provide professional development to site staff in structured

protocols and other tools to facilitate data discussions and monitor progress toward EL goals.

- Provide professional development and coach principals and teachers to facilitate effective collaborative data teams.
  - Provide teachers and administrators with professional development focused on research-based instructional strategies for improving achievement of ELs.
  - Provide all school staff with professional development focused on implementation of the CCSS and California 2012 ELD Standards.
  - Allocate adequate funding to professional development designed to increase teacher subject area competence, especially in ELD, R/LA, and mathematics.
  - Develop and implement a comprehensive progress monitoring system that measures mastery of academic content standards and English proficiency.
  - 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 assessments on a regular 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.

**Strategies:**

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

**Actions:**

- 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 EL student learning.
- Plan and implement effective ways of providing language support and accelerating language acquisition for EL students.
- 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)

**Strategy:**

Provide multiple vehicles to involve parents in the work of the school and the learning of their children:

- 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.

See: Family Engagement Framework at <http://www.cde.ca.gov/ls/pf/pf>.

## **Parent Involvement**

- Goal 2F: (Parental Notification)

### **Strategy:**

The LEA will:

- Communicate with parents of ELs in the parents' primary language in a timely manner.

### **Actions:**

- Communication includes, but is not limited to, student progress in ELD, academic proficiency, grade-level standards, high school graduation requirements, data reporting for the STAR program, local assessments, and available interventions in ELD, ELA 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 guardians 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.

Establish and implement 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 re-designation criteria.
- The expected benchmarks of achievement as a function of time in U.S. schools and their child's progress toward meeting those benchmarks.
- The Title III IP.
- The "a-g" requirements, college and career readiness, and credit recovery opportunities.

## APPENDIX D

### Title III Improvement Plan Requirements Summary

LEA Improvement Status	Must
Year 2 and Year 4	Complete the ELSSA Small LEAs may use local data
Year 2 and Year 4	Complete the Needs Assessment
Year 2 and Year 4	Write Goals for all AMAOs that were not met:  Goal 2A: AMAO 1 Goal 2B: AMAO 2 Goal 2C: AMAO 3 ELA Goal 2C: AMAO 3 Mathematics Goal 2D: High Quality Professional Development Goal 2E: Parent and Community Participation Goal 2F: Parental Notification Goal 2G: Services of Immigrant Students (if receiving funding) Goal 5A: Increase Graduation Rates (for Unified and High School Districts)
Year 2 and Year 4	Write Goals for any areas identified for improvement in the Needs Assessment.
Year 2 and Year 4	For any AMAO or goal met, the LEA is not obligated to write strategies for the corresponding goal. However, the LEA must write a goal indicating assurance to continue pursuing the achievement of the goal met.
Year 2	Must write Goals for all AMAOs that were not met as well as for any areas identified for improvement in the Needs Assessment.
Year 4	Must write Goals for all AMAOs that were not met as well as for any areas identified for improvement in the Needs Assessment. <b>Must additionally specify the changes in curriculum, program, and method of instruction for ELs.</b>

## APPENDIX E

### List of Acronyms

**AMAO:** Annual Measurable Achievement Objectives  
**AP:** Advanced Placement  
**APS:** Academic Program Survey  
**AYP:** Adequate Yearly Progress  
**CAHSEE:** California High School Exit Examination  
**CAIS:** California Accountability and Improvement System  
**CAPA:** California Alternate Performance Assessment  
**CCSS:** Common Core State Standards  
**CDE:** California Department of Education  
**CELDT:** California English Language Development Test  
**CMA:** California Modified Assessment  
**COE:** County Office of Education  
**CST:** California Standards Test  
**DAS:** District Assistance Survey  
**DELAC:** District English Learner Advisory Committee  
**EL:** English Learner  
**ELAC:** English Learner Advisory Committee  
**ELD:** English Language Development  
**ELSSA:** English Learner Subgroup Self-Assessment  
**EO:** English Only  
**ESEA:** Elementary and Secondary Education Act  
**GATE:** Gifted and Talented Education  
**IFEP:** Initial Fluent-English Proficient  
**IP:** Improvement Plan  
**ISS:** Inventory of Services and Support  
**LCAP:** Local Control Accountability Plan  
**LEA:** Local Educational Agency  
**LTEL:** Long-Term English Learner  
**NCLB Act:** No Child Left Behind Act  
**RFEP:** Reclassified Fluent English Proficient  
**SDAIE:** Specially Designed Academic Instruction in English  
**SMART Goal:** Specific, Measurable, Attainable, Realistic, Timely  
**URL:** Uniform Resource Locator