

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

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**

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

Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p><i>The Ducor Union Elementary School District English learner program currently provides for the following instructional services as identified as English learners:</i></p> <p><i>English Language Immersion: K-8 English learner students who have been on the CELDT levels 1-3 receive daily designated instruction in English Language Development integrated ELD instruction throughout the day and access to academic core subjects through Specially Designed Academic Instruction in English (SADAIE).</i></p> <p><i>English Language Development Mainstream: Students K-8 who have been assessed on the CELDT and found to be at intermediate levels of fluency in English receives daily instruction in ELD to their language proficiency needs. SADAIE strategies are taught by teachers with the appropriate state authorizations.</i></p> <p><i>Title III funding may provide one or more of the following supplemental services to support ELD students:</i></p> <ul style="list-style-type: none"> <li>• <i>Reading intervention with instructional aides</i></li> <li>• <i>Extended day on Saturdays</i></li> <li>• <i>Tutorials before and after school</i></li> <li>• <i>Summer school</i></li> </ul> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p><i>Ducor Union School District has set the following annual goals for ELD students in the area of English Language Arts, Math, and Reading. ELD growth will be measured by the following assessments:</i></p> <ul style="list-style-type: none"> <li>• <i>California English Language Development Test (CELDT)</i></li> <li>• <i>Smarter Balance Assessment</i></li> </ul> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>▪ annually measuring the English proficiency of LEP students so</li> </ul>	K-8 teachers and support staff members			
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	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul> <p><i>Ducor Union Elementary School currently offers daily ELD and SADAIE language assistance in the academic core curriculum. The program goals promote high expectations for student success while developing a positive self-concept in students. Ongoing monitoring of student progress takes place with close attention to achieve our AYP and AMAO goals.</i></p> <p><i>Each designated ELD student receives daily support. Teachers assign direct reading, writing and math support with the teacher aide. The teacher aide will follow the lesson plan from the teacher to support any beginner, intermediate student in their language. The teacher aide will provide one on one support each day during a designated time. The student will receive supplemental materials to support their academic core subject, i.e. Library book, videos, access to the internet</i></p>	K-8 teachers and support staff members			
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Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> <li>designed to improve the instruction and assessment of LEP children;</li> <li>designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ol> <p><i>In order for administrators, teachers, parents and the community to meet the needs of English Learner students, all stakeholders must participate in a comprehensive standards-base professional development program. Title III funds may help support professional development that will integrate research and scientifically-based theory with high quality instructional practices that include but not limited to:</i></p> <ul style="list-style-type: none"> <li><i>The ability to design and implement differentiated standards base instruction in all academic core subjects</i></li> <li><i>Strategies to support potential interference between the students primary language and English language</i></li> <li><i>Large bank of strategies for literacy instruction</i></li> <li><i>Understanding the role of assessments in guiding and evaluating instructional practices</i></li> <li><i>Design and implement formal and informal assessments</i></li> <li><i>Data used to differentiate and evaluate instruction</i></li> </ul>	K-8 teachers and support staff members			
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	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	<p>5. Provide –</p> <ul style="list-style-type: none"> <li>a. tutorials and academic or vocational education for LEP students; and</li> <li>b. intensified instruction.</li> </ul> <p><b>Yes or No? If yes, describe:</b></p> <p><b><i>Yes, students will be receiving direct instruction supporting their level of understanding in the English language. More reading and writing strategies will be implemented. Library time using the Accelerated reading program (AR) will increase per student per grade level. Each instructor will set a goal for each student to achieve monthly, quarterly and yearly. Results will be tracked using the AR program comprehension assessment tool as well as the Smarter Balance Assessment and the CELDT results.</i></b></p>	<b>Instructional coach, instructional aides, librarian, K-8 teachers</b>	<b>Instructional coach wages/h&amp;w/STRS</b>	<b>\$5000</b>	

	<p>6. Develop and implement programs that are coordinated with other relevant programs and services.  <b>Yes or No? If yes, describe:</b></p> <p><i>Ducor Union Elementary School and Tulare County Office of Education Migrant program will collaborate to support all migrant students identified by providing after school tutorial. School site instructors will provide an intense support program that will target reading strategies, language support, vocabulary support as well as realia via technology.</i></p> <p><i>Students that are not identified as migrant students will be offered free tutorial services. Utilizing the Support Educational Services (SES) Ducor Union Elementary School will have budgeted for tutoring services for all students. Tutoring services will be provided either at school or at each students home.</i></p>	<p><b>Tulare County Office of Education, tutorial vendor, instructional aides, teachers, administrator</b></p>			
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	<p>7. Improve the English proficiency and academic achievement of LEP children.  <b>Yes or No? If yes, describe:</b></p> <p><i>Ducor Union Elementary School will have purchased academic core curriculum that specifically support all second language learners. Grade levels K-5 will be utilizing the Treasures Program that will reinforce basic, intermediate and advance questions and strategies for each student's level of understanding. Grades 6-8 will have modified curriculum that specifically integrates reading and writing strategies that will be utilized in Math, Science and History that also specifically target English Language Learners.</i></p>	<p><b>K-8 Teachers, instructional aides, administrator</b></p>	<p><b>Go Math! Materials aligned to ELD strategies</b></p>	<p><b>\$5000</b></p>	
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	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul> <p><b>Yes or No? If yes, describe:</b></p> <p><i>Ducor Union Elementary School will have two separate programs that will provide direct training and understanding of the schools goals and expectations for all students and community members to achieve during the school year. English as a Second Language (ESL) class will be provided for any community member willing to learn English. This program will have been established and offered twice a week in the evenings. The second program will be provided by the Parent Institute Quality for Education (PIQE) that will provide beginning and advance classes. These classes provide parent strategies and understanding of the school curriculum program as well as providing a learning environment for their student at home. The PIQE program is designed to inform and answer any questions that parents may want to know about the school, education program or administrative decision making. Parents learn to understand how to be involved with the school and how to participate on any school function or program. PIQE is once a week for nine weeks.</i></p>	<p><b>PIQE, ESL teacher, parents, community members, administrator</b></p>	<p><b>ESL instructor for parents</b></p>	<p><b>\$3119</b></p>	

<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul> <p><b>Yes or No? If yes, describe:</b></p> <p><i>Yes, students will have access to technology daily. Teachers will have included in their planning that instills basic technology skills:</i></p> <ul style="list-style-type: none"> <li>• <i>Typing</i></li> <li>• <i>Power point</i></li> <li>• <i>Internet research strategies</i></li> <li>• <i>Document reports</i></li> <li>• <i>Editing</i></li> <li>• <i>Printing</i></li> </ul> <p><i>Along with the basic levels of computer skills, Students will be exposed to higher level thinking that will include and limited to;</i></p> <ul style="list-style-type: none"> <li>• <i>Digital learning</i></li> <li>• <i>Math</i></li> <li>• <i>History</i></li> <li>• <i>Science</i></li> <li>• <i>Reading and Comprehension</i></li> <li>• <i>Opinion and Fact finding</i></li> <li>• </li> </ul>	<p><b>K-8 Teachers, instructional aides, administrator</b></p>			
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	<p>10. Other activities consistent with Title III.  <b>Yes or No? If yes, describe:</b></p> <p><i>Yes, students that have been identified with a current Individual Education Plan (IEP) will also be provided the educational resources and support collaborative with the special education instructors and or special support providers. Title III can supplement extra services as needed if necessary to support IEP students.</i></p> <p><i>Title III and Ducor Union Elementary School will also provide services for preschool age students. Preschool will be supplemented with extra hands on activities, materials, technology, music, arts and crafts as well as physical education.</i></p>	<p><b>Tulare County  Office of  Education  Special  Education  Department, K-8  teacher,  instructional  aides,  administrator</b></p>			
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### Plans to Notify and Involve Parents of Limited-English-Proficient Students

<b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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Required Activity	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> <li>the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</li> <li>the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> <li>in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ol>	<p><b><i>Upon student registration, parents will receive a written explanation of the following information:</i></b></p> <ol style="list-style-type: none"> <li><b><i>the reason for the identification of their child to be an EL student based on the home language survey and the initial CELDT level results</i></b></li> <li><b><i>the child's level of English proficiency via the CELDT scores</i></b></li> <li><b><i>the method of instruction the student will receive in English and how differentiated instruction will be administered by the instructor with the support of the instructional aides. Goals will be established based on the ongoing informal and formal assessments as well as the monthly progress reports and quarterly report cards.</i></b></li> <li><b><i>The child's program will be met based on the students effort and time resulting in the success or challenges that must be met or overcome to help the student to achieve</i></b></li> <li><b><i>The program will scaffold to the students learning abilities as well as each student's level of understanding.</i></b></li> <li><b><i>The exit requirements will be target to have been met by fourth grade. The CELDT results will determine if the student is ready</i></b></li> <li></li> <li></li> </ol>	All persons involve include teacher Inst. Aides Admin Commu nity membe rs			
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		<i>Description of how the LEA is meeting or plans to meet this requirement.</i>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul>	<p><i>To be exited from the English language program.</i></p> <p><i>g. in the case of a child with a disability, the program will collaborate with the special education services to provide support as needed in the classroom as well as provide modify testing as needed.</i></p> <p><i>h. information pertaining to the parental rights that include written guidance detailing their right to have their children withdrawn form program and to allow the parents to view the differentiated instructional methods as well as the curriculum planning. This will include the time to schedule and meet with the instructor and or administrator on site.</i></p>				
<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>						
<p><b>LEA Parent Notification Failure to Make Progress</b> If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>						

### Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) ).		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children: <b>Yes or No? If yes, describe:</b>					
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:					
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;					



Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:					
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:					
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:					