

# Elementary and Secondary Education Act

## Local Educational Agency Plan Goal 2

### Budget Update Sample Template

Name of LEA: Garden Grove Unified School District Fiscal Year: 15-16

Total Title III Allocation: LEP \$ 1,792,2920 Immigrant: \$ 139,574

LEP Administrative & Indirect Costs (2%): \$ 35,155 Immigrant Administrative & Indirect Costs: \$ 4,929

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English	<ul style="list-style-type: none"> <li>• We will continue to monitor the results of our goals outlined in the Title III.</li> <li>• Integrate scientifically based strategies to improve English-Language Development (ELD).</li> <li>• Teachers will collaborate in an ELD Leadership Team to incorporate the new ELD standards into anchor lessons.</li> <li>• Data analysis collaboration to monitor AMAO progress.</li> <li>• Instructional support will be provided to assist teachers with research-based English learner strategies.</li> <li>• Integrate scientifically based strategies to improve English Language Development.</li> <li>• Supplemental support for English learners will be provided through after school programs.</li> <li>• Provide Pre-K Aides for supporting English learners</li> </ul>	Bilingual Instr Aides	\$112,240- Title III LEP

<p>Goal 2B: AMAO 2 - English Proficiency</p>	<ul style="list-style-type: none"> <li>• We will continue to monitor the results of our goals outlined in the Title III.</li> <li>• Integrate scientifically based strategies to improve English-Language Development (ELD).</li> <li>• Teachers will explicitly teach the forms and functions of English to English Learners as measured by their identified language proficiency level on CELDT in the daily instructional time block utilizing Systematic ELD and Constructing Meaning.</li> </ul>		
<p>Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts</p>	<ul style="list-style-type: none"> <li>• AVID-Excel will provide long term English learners with additional supports for academic success.</li> <li>• Site administrators will monitor the implementation of Systematic ELD to ensure consistent, daily instruction is provided to all English Learner students. They will monitor for placement of students in the appropriate ELD class.</li> <li>• Principals will monitor the implementation of consistent research based strategies in the content areas, such as SDAIE and Constructing Meaning for students identified as long-term English Learners to participate successfully in the ELA classrooms.</li> <li>• The district will provide specific support staff (TOSAs) to ensure teachers are trained and coached to provide initial training and ongoing coaching and support for all teachers to deliver and implement daily ELD lessons. Offices of elementary and secondary education in conjunction with the instructional offices will visit schools sites to monitor and insure fidelity and successful implementation of Systematic ELD and Constructing Meaning strategies.</li> </ul>	<p>TOSA salaries/benefits TOSA mileage costs</p>	<p>\$1,209,865- Title III LEP \$2,765- Title III LEP</p>
<p>Goal 2C: AMAO 3 – AYP in Mathematics</p>	<ul style="list-style-type: none"> <li>• Teachers will utilize Direct Instruction/Gradual Release of Responsibility instructional delivery model in mathematics as a framework of effective instruction to ensure student access of grade level standards. Teachers will use identified ELD strategies specifically</li> </ul>		

	<p>designed for English Learner support throughout lessons to maximize student engagement with opportunities for student metacognition, collaboration and output of conceptual understanding in multiple formats as well as allow students opportunities for speaking and writing using expressive language.</p> <ul style="list-style-type: none"> <li>• Site administrators will monitor effective implementation of the instructional delivery model, with careful attention to the engagement level with a focus on multiple opportunities for language fluency of English Learners in mathematics.</li> <li>• District administrators will visit schools to monitor implementation and effectiveness of the instructional delivery model. District will provide schools with on-site TOSAs to support implementation and ongoing coaching of Direct Instruction/Gradual Release of Responsibility model.</li> <li>• Teachers will develop and use common formative assessments to measure student progress. For example, student progress monitoring of teacher and course alike created assessments will be used to inform and drive future instruction to improve English Learner achievement in mathematics.</li> <li>• Site administrators will provide teachers with collaboration opportunities within the school day to develop and reflect upon common formative assessment results to guide instruction. Principals will participate in collaboration activities with the teachers.</li> <li>• District will provide teacher leaders (department chairs, grade level leaders) with training on the development and usage of common formative assessments to guide instruction of math lessons for English Learners.</li> </ul>		
<p>Goal 2D: High Quality Professional Development</p>	<ul style="list-style-type: none"> <li>• District will provide initial training to site administrators and teachers in Systematic ELD and Constructing Meaning with EL Achieve this includes EL Achieve Consultant Fee, materials and supplies</li> </ul>		



	<p>workshops, and participating in Department Chair or grade level meetings.</p> <ul style="list-style-type: none"> <li>• Principals will monitor implementation at the schools through the use of specific observation protocols such as instructional rounds, learning walks, or EL shadowing.</li> <li>• Principals will be provided with training on the use of specific strategies designed to help students make sense of grade level content text during monthly principal meetings.</li> <li>• TOSA's and teacher coaches will attend Trainer of Trainer (TOT) recertification training on Systematic ELD or the Constructing Meaning Framework to effectively lead research-based SDAIE strategy training.</li> </ul>		
<p>Goal 2E: Parent and Community Participation</p>	<ul style="list-style-type: none"> <li>• GGUSD will invite all district parents to Parent and Community Outreach meetings, workshops, and college and career fairs via translated flyers sent home and electronic phone messages delivered by School Messenger in target languages a week prior to events and day before each event</li> <li>• GGUSD will offer district level activities for staff, parents and community members in an effort to facilitate an increase in number of activities and programs offered district wide, K-12 (e.g., 40 Developmental Assets training, 10 Commandments in Education for parents, etc.).</li> <li>• GGUSD will offer trainings to school district liaisons to review interpretation protocol and district expectations in an effort to promote a district-wide increase in parent participation and effective communication.</li> </ul>		
<p>Goal 2F: Parental Notification</p>	<ul style="list-style-type: none"> <li>• Provide parental notification through mailings regarding various district initiatives through: <ul style="list-style-type: none"> <li>○ Community Meetings</li> <li>○ Roadmap to College</li> <li>○ Peer Mentoring Programs</li> </ul> </li> </ul>	<p>Postage Printing</p>	<p>\$6,890- Title III LEP \$4,530- Title III LEP</p>

<p>Goal 2G: Services for Immigrant Students  (for LEAs receiving Title III, Immigrant funds)</p>	<ul style="list-style-type: none"> <li>• Address topics, with interpretation, of high interest which will help parents of immigrant students acclimate to the U.S. educational system. Patricia)</li> <li>• During first quarterly meeting, administer a parent needs assessment in an effort to identify topics of high interest.</li> <li>• GGUSD will reach out to the Vietnamese community on a radio show in an effort to provide immigrant parents information about school activities and topics which are important to their student's education, in their primary language.</li> </ul>	<p>Employee Contractor (Counselor)</p> <p>Sch Comm Liaisons</p> <p>Extra Duty for Radio Show</p> <p>Radio show airtime</p>	<p>\$49,537- Title III IMM</p> <p>\$40,412- Title III IMM</p> <p>\$31,196- Title III IMM</p> <p>\$13,500- Title III IMM</p>
<p>Goal 5A: Increase Graduation Rates</p>	<ul style="list-style-type: none"> <li>• GGUSD will provide school counselors with data which will support placement of ELs in appropriate courses.</li> </ul>		
<p>Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs</p>			<p>LEP \$ <u>1,792,920</u></p> <p>IMM \$ <u>139,574</u></p>

**Program Notes:**

- I. Activities must be of supplemental nature. Align activities with associated estimated costs.
- II. LEAs must expend Title III funds on activities that are required, allowable, allocable, necessary and reasonable.
- III. Title III funds should supplement the level of Federal, State, and local funds, including LCFF funds.