

Elementary and Secondary Education Act (ESEA) Local Educational Agency Plan Goal 2, Budget Update

Name of LEA: Madera Unified School District Fiscal Year: 2015-16

Total Title III Allocation: LEP \$ 519,495.00 (projected amount) Immigrant: \$ 0

LEP Administrative & Indirect Costs (2%): \$ 10,389.90 Immigrant Administrative & Indirect Costs: \$ 0

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 |
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| Goal 2A: AMAO 1- Annual progress Learning English | <ul style="list-style-type: none"> ▪ SDAIE Instructional Strategies – Elementary and secondary content teachers in Math, ELA and ELD utilize SDAIE instructional strategies to increase student participation and augment student understanding of the content. | \$0.00 | \$0.00 |
| | <ul style="list-style-type: none"> ▪ Targeted Instruction – Teachers design lessons using the ELD CCSS as the focal point of instruction when developing curriculum. Core and supplemental materials are used to support instruction of the identified standard. | Sub cost \$115.00* | \$2,500.00* |
| | <ul style="list-style-type: none"> ▪ ELD District Academic Coaches – Two secondary ELD DACs provide Middle and High School support in the development of Units of Study, Performance-based assessments, lesson demonstrations, team teaching, etc. | \$95,000.00* | \$190,000.00* |
| | <ul style="list-style-type: none"> ▪ English Learner Administrative Meetings – Meetings with each site administrator are held to discuss English learner program and services, classroom observations, level of academic vocabulary implementation, English Learner language and academic achievement, etc. | \$0.00 | \$0.00 |
| | <ul style="list-style-type: none"> ▪ Curriculum & Instruction TSA Meetings – Regular meetings with the site C&I TSAs are held to unify processes and procedures and to provide guidance and support to the sites. | \$0.00 | \$0.00 |
| | <ul style="list-style-type: none"> ▪ Intervention Services for Long Term English Learners (LTEL) and At-Risk ELs – Each school site has identified extended day intervention services for LTELs and At Risk ELs. | site-funded | site-funded |
| | <ul style="list-style-type: none"> ▪ Enrichment Opportunities – English Learners (i.e. Newcomers) will be provided with enrichment opportunities to expose students to diverse experiences and career oriented occupations that they would otherwise not be exposed to. | Approx. \$50 per opportunity* | \$6,000.00* |

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| <p>Goal 2B: AMAO 2 - English Proficiency</p> | <ul style="list-style-type: none"> ▪ Academic Vocabulary and Language Frames – Tier II and III Academic Vocabulary and Language Sentence Frames are used to increase student lexicon, listening and reading comprehension. Tier II words are incorporated across curricular subjects to reinforce the application of language and vocabulary. ▪ ELD Units of Study – Secondary ELD teachers meet regularly to develop Units of Study using the CCSS that incorporate the three parts of the ELD standards and create assessments that include performance tasks to inform instruction and monitor student growth. ▪ Professional Development on Language Strategies – ELD District Academic Coaches (DAC) will provide professional development to secondary ELD teachers on incorporating language strategies in the content to increase the attainment of the English language acquisition. ▪ Appropriate ELD Placement – Multiple measures are used to determine the most appropriate ELD placement for English Learners. Adjustments to student placement are performed on a continuous basis by analyzing student growth in language acquisition and academic achievement. ▪ Supplemental Material – Purchase supplemental materials to fill deficiencies and/or to enhance instruction for our English Learners in ELD and core content. | <p>\$5,000.00*</p> <p>Sub cost \$115 per day*</p> <p>Sub cost \$115 per day*</p> <p>\$0.00</p> <p>\$20,000.00*</p> | <p>\$5,000.00*</p> <p>\$2,500.00*</p> <p>\$1,405.00*</p> <p>\$0.00</p> <p>\$20,000.00*</p> |
| <p>Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts</p> | <ul style="list-style-type: none"> ▪ ELA/ELD Textbook Adoption – An ELA/ELD adoption committee has been gathering to review and recommend materials that are aligned to the CCSS. Board approval of the adoption materials will occur soon after. ▪ Reading/Language Arts C&I TSA – Twenty-two Curriculum & Instruction Teachers on Special Assignment provide support in the area of Reading/Language Arts, K-12. The C&I TSAs provide assistance with curriculum planning on developing Units of Study, lesson demonstrations, analysis of formative data, assessment development aligned with SBAC, implementation of SDAIE instructional strategies, etc. ▪ Primary Literacy Support Specialists (PLSS) – Twenty-eight Primary Literacy Support Specialists (PLSS) provide intensive small group instruction to struggling readers in grades TK-1. Depending on the needs of the school, more than one PLSS teacher may be assigned to each K-6/K-8 school. ▪ Elementary C& I District Academic Coaches (DACs) – Four elementary DACs provide site support to 17 K-6/K-8 schools. Routine meetings with administration are conducted on a monthly basis to evaluate services rendered and determine specific next steps for that particular site. Based on the identified need/s, the DACs develop a customized plan of support may range from designing specialized | <p>\$2,000,000.00</p> <p>\$90,000.00</p> <p>\$90,000.00</p> <p>\$90,000.00</p> | <p>\$2,000,000.00</p> <p>\$1,980,000.00</p> <p>\$2,520,000.00</p> <p>\$360,000.00</p> |

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| | <p>trainings, assisting with lesson design, demonstrating lessons, analyzing assessment data, etc.</p> <ul style="list-style-type: none"> ▪ Library Media Technician (LMT) – LMT provide support to the instructional program by maintaining the library collections, identifying age appropriate resources for students and teachers and by selecting appropriate items in support of classroom instruction. ▪ Instructional Technology District Academic Coaches (DAC) – nine Instructional Technology DACs provide in-class support in the integration of technology programs/applications. ▪ Chromebook Professional Dev. Support – PD is provided to teachers in grades 4-6 and grades 7-12 in the area of Reading/Language Arts and ELD ▪ Amplify (Intel-Assess) – Amplify is used to develop Common Formative Assessments (CFAs) and assessments aligned to the Units of Study using the following types of item bank responses: Performance Tasks, Constructive Responses and Selected Responses. ▪ Elementary Refinement of Reading/Language Arts – Refinement of Reading/Language Arts Units of Study for grades 2nd-6th will occur prior to the end of the academic year. Teachers will work collaboratively to make adjustments using the feedback gathered from each of the four Unit Assessments. ▪ Middle School Refinement of Reading/Language Arts – Middle School ELA teachers will partake in the refinement of Reading/Language Arts Units of Study prior to the end of the academic year. Teachers will work collaboratively to make adjustments using the feedback gathered from each of the four Unit Assessments. ▪ Response to Intervention (Rtl) – Rtl support services are identified at each school site to assist struggling English Learners. ▪ Curriculum and Instruction Vice-Principals – Three Curriculum and Instruction (C&I) Vice-Principals have been hired at the comprehensive high schools to supervise and coordinate curriculum and instructional programs to increase English Learner academic achievement. ▪ EL Counselors- Three High School English Learner Counselors will be hired to act as advocates for English Learners to ensure they are accessing services and resources for the purpose of increased academic achievement and to serve as the liaison among students, teachers and parents. ▪ English Learner Coordinators – Two English Learner Coordinators will provide primary (K-6) and secondary (7-12) support and English Learner program guidance. | <p>\$35,000.00</p> <p>\$90,000.00</p> <p>\$0.00</p> <p>\$52,000.00</p> <p>sub cost \$115.00</p> <p>sub cost \$115.00</p> <p>site-funded</p> <p>\$128,333.00</p> <p>2 @ 30% & 1 @ 20%*</p> <p>\$132,000.00</p> | <p>\$595,000.00</p> <p>\$810,000.00</p> <p>\$0.00</p> <p>\$52,000.00</p> <p>\$6,000.00</p> <p>\$15,000.00</p> <p>site-funded</p> <p>\$385,000.00</p> <p>\$90,000.00*</p> <p>\$264,000.00</p> |
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| | <ul style="list-style-type: none"> ▪ Migrant STEAM Program – Migrant STEAM (Science, Technology, Engineering, Art and Mathematics) Program was offered to the 7th and 8th grade migrant students at Martin Luther King Middle School. A total of 39 students were enrolled in the Saturday program for 8 sessions. ▪ Migrant A-G Advising Service – Educational Leadership Foundation provides Migrant A-G Advising Services to Migrant student at the 2 comprehensive high schools. ▪ Migrant CAHSEE Academy: Bail Learning Center – Migrant CAHSEE Academy will be offered to 10th-12th grade students who are migrant eligible. A total of 80 migrant students will be serviced at Madera South High School during the Spring semester which will consist of 8 Saturday sessions. ▪ Summer School, K-6 – Migrant Summer School will be offered to our district-wide migrant students in grades Kinder-6. To promote high engagement and high interest, all Migrant students will construct Lego Robotics and use technology in the classroom. | <p>\$57,854.00</p> <p>\$37,537.00</p> <p>\$52,000.00</p> <p>\$67,000.00</p> | <p>\$57,854.00</p> <p>\$37,537.00</p> <p>\$52,000.00</p> <p>\$67,000.00</p> |
| <p>Goal 2C: AMAO 3 – AYP in Mathematics</p> | <ul style="list-style-type: none"> ▪ Elementary Refinement of Math Units of Study – Refinement of Mathematics Units of Study for grades 2nd-6th will occur prior to the end of the academic year. Teachers will work collaboratively to make adjustments using the feedback gathered at the end of all 4-unit assessments. ▪ Middle School Refinement of Math Units of Study – Middle School teacher will refine the Mathematics Units of Study and their Unit Assessments. Teachers will continue to refine scoring rubrics and identify essential curriculum resources for the following courses: 7 Math, 8 Math, 7 Accelerated and Algebra I. ▪ TK/K and First Grade Mathematics Training - Interactive workshops are offered to TK/K and 1st grade teachers to develop a greater understanding of instructional strategies that add depth to their teaching. Concepts using concrete pictorial-abstract learning progression to anchor learning in real-world and hands-on experiences will be provided to teachers. PD on ancillary materials is also provided on using the electronic Math core curriculum. | <p>Sub cost \$115.00 per day</p> <p>Sub cost \$115.00 per day</p> <p>Sub cost \$115.00 per day</p> | <p>\$6,000.00</p> <p>\$5,000.00</p> <p>\$17,250.00</p> |
| <p>Goal 2D: High Quality Professional Development</p> | <ul style="list-style-type: none"> ▪ SDAIE Instructional Strategies – SDAIE professional development is provided to teachers in grades 3rd-6th and ELA and ELD teachers in grades 7th- 12th. The training is focused on using SDAIE strategies to increase student engagement and to accelerate the academic achievement of English Learners in core instruction. Third through twelfth grade receive 2 days of training on SDAIE strategies and 2 days of on-site coaching support. | <p>\$0.00</p> | <p>\$0.00</p> |

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| | <ul style="list-style-type: none"> ▪ Professional Development Strategies – District Academic Coaches trained in Direct Instruction, Common Core and Cognitive Coaching provide grade level specific training to teachers in the use of research-based strategies. ▪ Professional Development for Administrators – Thinking Maps and Write From the Beginning PD training for administrators will be provided to frontload the materials and strategies to best support English Learners and teachers in the implementation and delivery the program components. ▪ Thinking Maps and Write From the Beginning Professional Development – A minimum of 2 school site representatives will be trained as Trainer Of Trainers (TOT) for Thinking Maps and Write From the Beginning. The TOTs will provide training and support to the school staff by keeping English Learners needs in mind. ▪ Professional Development Opportunities – Offer PD opportunities to site and district administrators, elementary and secondary teachers, District Academic Coaches, etc. to stay abreast on research-based support services and programs for our English Learners. | <p style="text-align: right;">\$0.00</p> <p style="text-align: right;">\$6,700.00*</p> <p style="text-align: right;">\$165,000.00*</p> <p style="text-align: right;">\$10,000.00*</p> | <p style="text-align: right;">\$0.00</p> <p style="text-align: right;">\$6,700.00*</p> <p style="text-align: right;">\$165,000.00*</p> <p style="text-align: right;">\$10,000.00*</p> |
| <p>Goal 2E: Parent and Community Participation</p> | <ul style="list-style-type: none"> ▪ Family Liasion – Family Liasons assigned to each of the Middle and High Schools provide support with truancy issues, perform home visits, connect with parents and students, enforce the SARB process, and assist attendance clerks in monitoring student attendance. ▪ District Translator/Interpreter – Four Spanish District Translators/Interpreters provide oral and written communication to our Spanish-speaking parents. All parent communication mailed home is provide in two languages, English and Spanish. Spanish speaking parents are provided with a Spanish interpreter at the site to bridge communication between administration, teachers, and parents. ▪ Indigenous Support Specialist – One Indigenous Support Specialist will provide Mixteco translation and interpretation services. ▪ English Learner Advisory Committee (ELAC) – ELAC is held at each school site with 21 or more English Learners. The committee informs parents of the programs and services offered at the school site as well as the Single Plan for Student Achievement (SPSA). ▪ District English Learner Advisory Committee (DELAC) – DELAC is held several times during the school year to inform EL parents of the programs and services offered to the students. At least one parent representative and/or alternate attends the meetings from each school site. ▪ Childcare – Services for childcare are available to offer parents the opportunity to attend district committee functions such as DELAC. | <p style="text-align: right;">\$40,000</p> <p style="text-align: right;">\$40,000.00</p> <p style="text-align: right;">\$65,830.00</p> <p style="text-align: right;">site-based</p> <p style="text-align: right;">\$0.00</p> <p style="text-align: right;">\$2,500.00</p> | <p style="text-align: right;">\$200,000.00</p> <p style="text-align: right;">\$280,000.00</p> <p style="text-align: right;">\$65,830.00</p> <p style="text-align: right;">site-based</p> <p style="text-align: right;">\$0.00</p> <p style="text-align: right;">\$2,500.00</p> |

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| | <ul style="list-style-type: none"> ▪ School Site Council (SSC) – SSC develops the Single Plan for Student Achievement (SPSA), approves the plan, recommends it to the local governing board for approval, monitors its implementation, and evaluates the effectiveness of the planned activities at least annually. ▪ Parent Institute for Quality Education (PIQE) – PIQE educates parents on how to foster a positive educational environment at home and at school. Parents who attend PIQE are empowered with knowledge on how grades are used for college admittance, what classes are important and needed to attend college, how to navigate the school system and other information vital to academic success. A total of 6 cohorts are provided and each cohort encompasses 9 weeks of parent training. ▪ English as a Second Language (ESL) Parent Classes – ESL is a quarter length program that meets two to three days a week at 7 school campuses. Other courses offered to our parents are Distance Learning and EL Civics Program. ▪ Parenting Partners – Parenting Partners is a comprehensive, dynamic program offered at 18 schools (Elementary, Middle and High) that involves parents with parenting skills as well as focusing on their child/children’s academic success. The program operates as an 8-week course at 1.5 hours per session. ▪ Parent Resource Centers (PRCs) – PRCs provide meaningful parent education training and workshops that help gain insight on the importance of positive parenting and student achievement. PRCs also offer supplemental materials for parents to help their children, educational games and activities to stimulate and excite students on the road to their academic success. ▪ Madera Coalition for Community Justice (MCCJ) – MCCJ develops advocacy skills combined with “hands-on” activities that build capacity for parent leadership. Parents learn how to overcome language and cultural barriers, gain an in-depth understanding of their responsibilities as parents. A total of 4 cohorts are provided in Spanish and English. | <p>site-based</p> <p>\$55,000.00</p> <p>\$50,000.00</p> <p>\$78,000.00</p> <p>\$55,000.00</p> <p>\$49,000.00</p> | <p>site-based</p> <p>\$55,000.00</p> <p>\$50,000.00</p> <p>\$78,000.00</p> <p>\$55,000.00</p> <p>\$49,000.00</p> |
| <p>Goal 2F: Parental Notification</p> | <ul style="list-style-type: none"> ▪ Title III CELDT Parent Notification Letter (PNL) - Initial and Annual CELDT Parent Notification Letters (PNL) are mailed home to parents in Spanish and English. The letters include all the required Title III components as referenced in Goal 2F. ▪ Title I and Title III AMAO (Annual Measurable Achievement Objective) Parent Letter – Title I and Title III AMAO Parent Notification Letters are mailed home in English and Spanish soon after CDE releases the official results. | <p>Presort Services \$5,000.00*</p> <p>Presort Services \$5,000.00*</p> | <p>Presort Services \$5,000.00*</p> <p>Presort Services \$5,000.00*</p> |

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| <p>Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)</p> | <ul style="list-style-type: none"> ▪ Madera Unified School District applied for Title III Immigrant funds, but was not eligible. Support services offered by the district and sites to increase student achievement are provided to all students including immigrant students who have received instruction in the US less than 3 years. | <p>\$0.00</p> | <p>\$0.00</p> |
| <p>Goal 5A: Increase Graduation Rates</p> | <ul style="list-style-type: none"> ▪ Evaluation of Senior English Learner Transcripts – English Learner transcripts will be evaluated to identify students who are deficient in graduation credits and staff will coordinate services to ensure students are on the graduation pathway. ▪ Counselor Monitoring of English Learner Progress – High School counselors will meet regularly with English Learners to monitor their academic progress. Counselors will recommend and enroll students in receiving support services if the need is identified. ▪ Credit Recovery – Cyber High Online Learning Solutions is offered to high school students who are deficient in graduation credits. English Learner students are expected to enroll in credit recovery to ensure they have sufficient credits to meet the graduation requirement. ▪ CAHSEE Extension Opportunities – CAHSEE extension opportunities for English Learners are extended to include: 1) CAHSEE support classes; 2) Test make-up or retesting; and 3) Migrant Ed. CAHSEE Academy ▪ Summer School Opportunities - All students including English Learners will be provided the opportunity to attend Summer School for grade replacement to ensure student are on the graduation pathway. | <p>\$0.00</p> <p>\$0.00</p> <p>\$48,461.00</p> <p>\$0.00 Cost is included in other items listed</p> <p>\$620,000.00</p> | <p>\$0.00</p> <p>\$0.00</p> <p>\$48,461.00</p> <p>\$0.00 Cost is included in other items listed</p> <p>\$620,000.00</p> |
| <p>Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs</p> | <p>Column 3 and 4 include the total cost using State, Federal, and LCFF funds. Only the key actions with an asterisk on the budget amount reflect the use of Title III funds.</p> | | <p>LEP</p> <p><u>\$ 509,105.00</u></p> <p>IMM</p> <p><u>\$ 0.00</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.

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