

Elementary and Secondary Education Act

Local Educational Agency Plan Goal 2

Budget Update Sample Template

Name of LEA: Bert Corona Charter School Consortium Fiscal Year: 2015-2016

Total Title III Allocation: LEP \$ \$14,874 Immigrant: \$ 812

LEP Administrative & Indirect Costs (2%): \$ 297 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 Sections (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English	<p>Bert Corona Charter School Consortium will incorporate an ELD program that will target students who are struggling with the development of their English language skills that will include:</p> <p>a. Ongoing measurement of each LEP student’s progress toward English language proficiency, through the use of ELD portfolios in English Language Arts and Mathematics.</p> <p>b. Use of SFA Modules for EL, Academic Language, Literacy, Vocabulary, Achieve3000, and Adaptive Curriculum to assist LEP students. (Supplemental Materials)</p> <p>c. Opportunities for ELD level 1 and 2 students</p>	<p>SFA Coordinator-</p> <ul style="list-style-type: none"> • BCCS (\$4,500) • MORCS (\$3,000) • YPIVPCHS (\$1,896) 	<p>Title III -\$9,396</p>
		<p>Electronic Portfolios-General Fund</p> <ul style="list-style-type: none"> • SFA • Achieve3000 • Achieve3000 • Adaptive Curriculum 	<p>Title III \$3,000</p>

	to receive additional instructional support after school.	SDAIE/SIOP Trainer/Teacher participation	\$2,234
Goal 2B: AMAO 2 - English Proficiency	<p>Use SDAIE Methodology with a 9 -12 SDAIE Lesson Design Template and embed the following four access strategies in professional development to address the linguistic and academic needs of ELs and provide access to the core curriculum aligned to California Common Core State Standards for English and Mathematics along with the California Common Core State Standards English Language Development. Instructional conversations (strategies for clarifying, expanding and elaborating thinking during discussions). Instructional strategies include:</p> <ul style="list-style-type: none"> a. Academic vocabulary development (e.g., frontloading and the use of Thinking Maps® and targeting high -frequency, high -utility academic words). b. The use of graphic organizers/visual tools (e.g., Thinking Maps®, Adaptive Curriculum, etc.) c. Cooperative learning (structured group activities that promote student interaction and accountability). d. Provide professional development to EL instructional staff to build a common understanding of programs and services for ELs. 	Refer to Goal 2A	Refer to Goal 2A
Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts	See Goal 2A	Refer to Goal 2A	Refer to Goal 2A

Goal 2C: AMAO 3 – AYP in Mathematics	See Goal 2A	Refer to Goal 2A	Refer to Goal 2A
Goal 2D: High Quality Professional Development	<ul style="list-style-type: none"> a. Ongoing high quality professional development in the area of sheltered instruction for all subject area teachers, primarily using the SIOP model. b. Teacher training in SDAIE 	Teacher training Consultant Technology support	General Fund Title III –Refer to Goal 2 A
Goal 2E: Parent and Community Participation	<p>The school will hold meetings with parents to discuss all aspects of identification, assessment, instruction, benefits, and exit requirements at our August Open Advisory. Parents of EL students with an IEP will be informed about the effectiveness of the plan to meet all associated goals and objectives.</p> <ul style="list-style-type: none"> a. Training parent coordinator to help parents understand the identification and assessment process, options for program placement, EL compliance requirements, and how to help their children at home. b. Parent education conferences that include sessions on issues relevant to the education of immigrant families, and how to support social and academic achievement, health services, college preparedness and career readiness requirements, and parenting skills. c. Additional support for family education programs conducted for migrant families and families of recently arrived immigrants. d. Parent institutes to provide in-depth information to parents on California Common Core State standards-based instruction and expectations in learning English and grade level content, course requirements, 	Parent Training/Workshops Attendance Provide Workshops Hold Parent Informational Conferences Ongoing communications through Newsletters, Bulletins, POWERSCHOOL (Illuminate) and conferences (Individual, group, etc.)	General Fund

	<p>graduation requirements, collaboratively developing an educational plan for their child.</p> <p>e. Provide training to parent coordinator, teachers, staff and administrators to help parents understand EL compliance requirements and how to help their children at home.</p> <p>f. Attendance at national, state, and local conferences relevant to EL issues (e.g., NABE and CABE).</p>		
Goal 2F: Parental Notification	<p>a. EL Status/EL Designation</p> <p> a. Redesignation</p> <p>b. Academic Quarterly Report every 5 weeks</p> <p>c. Quarterly Benchmark Reports (NWEA)</p> <p>d. Quarter Final Report Card</p>	<p>a. Mailings advising status of ELs/EL designation</p> <p>a,b,c,d Provide Workshops</p> <p>a,b,c,d Hold Parent Informational Conferences</p> <p>a,b,c,d Ongoing communications through Newsletters, Bulletins, POWERSCHOOL (Illuminate) and conferences (Individual, group,etc.)</p>	General Fund
Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)	<p>a. Instruction Assistance to assist Newcomers in the classrooms for migrant families and families of recently arrived immigrants.</p> <p>b. Newcomers Instructional Materials and educational software</p>	<p>a. Instructional Assistance for Newcomer Students</p> <ul style="list-style-type: none"> • MORC • BCCS <p>b. Newcomers Educational Materials</p> <ul style="list-style-type: none"> • Rosetta Stone 	Immigrant Funding \$ 812
Goal 5A: Increase Graduation Rates	<p>a. Program Coordinator and School Climate & Culture Staff will continue to monitor student attendance and communicate with families.</p>	<p>a. Flyers</p>	General Fund

	<ul style="list-style-type: none"> b. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. c. School will implement Social emotional curriculum, SWPBIS, Training, and the Responsive Classroom approach to teaching. d. Continue to implement in-house suspension. e. Teachers will conduct home visits and assist in monitoring of all student attendance. 	<ul style="list-style-type: none"> b. Calling Home c. Professional Development d,e Home Visits 	
<p>Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs</p>			<p>LEP \$ <u>14,874</u></p> <p>IMM \$ <u>812</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.