

Elementary and Secondary Education Act Local Educational Agency Plan Goal 2 Budget Update

Name of LEA: Community Collaborative Charter

Fiscal Year: 2015-16

Total Title III Allocation: LEP \$ 28,151

Immigrant: \$1,135.00

LEP Administrative & Indirect Costs (2%): \$ 563

Immigrant Administrative & Indirect Costs: \$22.17

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	CCCS will identify ELs that need supplemental ELD instructional support and provide instruction differentiated according to the needs of student, monitor selected ELs for ELD progress and implement instruction aligned to the 2012 ELD standards. <ul style="list-style-type: none"> • Produce EL reports from Illuminate to monitor student progress during the year • Hold bi-weekly meetings to monitor student progress 	Principal/Vice Principal 1.0 School Site for Illuminate Dna Vice Principal and Teachers	General Fund LCAP General Fund
Goal 2B: AMAO 2 - English	Schedule and Provide small group and one-on-	Teachers and	General fund and

<p>Proficiency</p>	<p>one ELD support for specific students.</p> <p>Staff will be assigned to identified EL students to work with SuccessMaker (web based program) and Guided Reading with books leveled to their language development level</p> <p>Purchas leveled reading books to support content understanding and language/reading development</p>	<p>paraprofessionals</p> <p>1.0 SuccessMaker site license</p> <p>333 books @ \$30.00 per book</p>	<p>LCAP</p> <p>LCAP</p> <p>Title III \$10,000.00</p>
<p>Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts</p>	<p>Staff will review SBE list of adopted/recommended ELD materials (November 2015) and select those appropriate for piloting to determine which materials to purchase.</p> <p>Adopt and purchase ELD curriculum and materials</p>	<p>School Leadership Team</p> <p>Curriculum Purchase -</p>	<p>General Fund</p> <p>General Fund</p>
<p>Goal 2C: AMAO 3 – AYP in Mathematics</p>	<p>Teachers will implement the ELD standards in tandem with the Common Core math standards.</p> <p>The school will develop an observation tool to monitor the implementation of the ELD standards across the math curriculum</p>	<p>Teachers</p> <p>Administrators/Sight Leadership Team</p>	<p>General Fund</p> <p>General Fund</p>
<p>Goal 2D: High Quality Professional Development</p>	<p>Teachers and administrators will participate in professional development focuses on implementation of the ELD standards in tandem with the California Common Core State Standards for ELA/Math.</p> <p>Teachers will participate in Guided Language Acquisition Development training during the 20155-15 school year. There will be GLAD</p>	<p>Curriculum coach</p> <p>18 teachers @ \$1,000 per teacher for GLAD training and coaching</p>	<p>LCAP</p> <p>Title III \$18,000.00</p>

	<p>LEP students in the school receive the required parental notifications. For LEP students who have been enrolled in the school since the previous school year, parental notifications is provided no later than 30 calendar days after the beginning of the school year. For new enrollees the school provides the parental notifications within two weeks of a child being placed in a program. Title III notification is triggered after all the assessments have occurred and a student is officially placed in a program.</p>	principal support	
<p>Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)</p>	<p>Students qualifying for Immigrant Services will receive on-line, individual, or small group instruction to support English language acquisition. Materials will be translated into the home language to encourage family engagement and participation. Supplemental instructional materials will be purchased to enable students access to Common Core standards</p>	<p>Teacher/Counselor Support Staff Bilingual books/materials</p>	<p>General Fund General Fund Title III Immigrant \$1113.00</p>
<p>Goal 5A: Increase Graduation Rates</p>	<p>Identify EL students and review most recent CELDT and other assessment scores. Monthly review of EL student progress on school work and assessments. Schedule counselor contacts and meetings within 60 days of enrollment for the creation of a</p>	<p>Teacher Teacher/Support staff School Counselor</p>	<p>General Fund General Fund General Fund</p>

	graduation plan		
Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs			LEP \$ 28,151 IMM \$ <u>1.135.00</u>

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.

The following report is filtered by active items, all statuses, all funding sources, all assignments, all tags, and all goals.

GOAL Goal 2A: AMAO 1 -Annual Progress Learning English

By June 2016, the percentage of English learners making annual progress learning English will increase from 63% to 70% in order to continue meeting the state defined growth expectations as measured by CELDT.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	3

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GOAL Goal 2B: AMAO 2 - English Proficiency

Less than 5 years: By June 2016, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will increase from 17.7% to 20%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency.

More than 5 years: By June 2016, the percentage of English learners in language instruction educational programs for more than 5 years who attain English language proficiency will increase from 25.3% to 28%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency

Filing Cabinet Count	0	Budgeted:	\$20,262.00
Resources and state requirements for this goal Available	3		

STRATEGY Provide supplemental and monitoring ELD support

CCCS will identify ELs that need supplemental ELD instructional support and provide instruction differentiated according to the needs of the students, monitor selected ELs for ELD progress, and implement instruction aligned to the 2012 ELD standards.

Filing Cabinet Count	0	Budgeted	\$20,262.00
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ACTION STEP Identify ELs that have not made adequate ELD progr

Use Aeries to identify ELs who have not made annual progress on CELDT or district SMART goals and those ELs who have not become proficient in English within 5 years. Monitor student progress at biweekly meetings using results from classroom assessments, QPS unit tests and Renaissance Learning.

Status	Not Begun	01/14/2015	Filing Cabinet Count	0
Start-End Dates	10/06/2014 - 06/05/2015			
Tags	T3Y2			
Persons Responsible	Nina Semeryuk, Toolie Younger			

TASKS 0 of 2 Complete

Produce EL reports	Not Begun	Due 10/16/2015
Use ARIES to produce reports of ELs that have not made progress. 2X a year.		Nina Semeryuk (LEA) , Toolie Younger (LEA)
Monitor students progress	Not Begun	Due 6/3/2016
Hold biweekly meetings to monitor students progress.		Nina Semeryuk (LEA) , Toolie Younger (LEA)

ACTION STEP Provide supplemental ELD support to identified stu

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GOAL Goal 2B: AMAO 2 - English Proficiency

STRATEGY Provide supplemental and monitoring ELD support

ACTION STEP Provide supplemental ELD support to identified stu

Schedule and provide small group and one-on-one ELD support for selected students. Assign staff to work with ELs using Successmaker (computerized program) and Guided Reading (leveled books)

Status	Not Begun 01/14/2015	Filing Cabinet Count	0
Start-End Dates	10/06/2014 - 06/05/2015	Budgeted	\$10,762.00
Tags	T3Y2		
Persons Responsible	Nina Semeryuk, Toolie Younger		

TASKS 0 of 2 Complete

ELD support and intervention	Not Begun	Due 6/3/2016
Develop schedule for ELD support and intervention quarterly.		Nina Semeryuk (LEA) , Toolie Younger (LEA)
ELD instruction and support	Not Begun	Due 6/3/2016
Teachers and paraprofessionals will provide instruction and support for ELs.		Nina Semeryuk (LEA) , Toolie Younger (LEA)

ACTION STEP Select curriculum aligned to the 2012 ELD Standard

Review SBE list of recommended ELD materials(Nov 2015 list) and select those appropriate for piloting. Determine which materials may be adopted for use.

Status	Not Begun 01/14/2015	Filing Cabinet Count	0
Start-End Dates	01/10/2016 - 05/30/2016	Budgeted	\$9,500.00
Timeline Notes	The sbe list of ELA/ELD materials will be available in November 2015. Piloting will take place in this spring 2015 semester.		
Tags	T3Y2		
Persons Responsible	Nina Semeryuk, Toolie Younger		

GOAL **Goal 2B: AMAO 2 - English Proficiency**

STRATEGY **Provide supplemental and monitoring ELD support**

ACTION STEP **Select curriculum aligned to the 2012 ELD Standard**

TASKS 0 of 4 Complete

Identify ELD materials	Not Begun	Due 1/29/2016
Identify ELD materials from the list of recommended SBE materials. Leadership will review material.		Nina Semeryuk (LEA) , Toolie Younger (LEA)
Identify pilot teachers	Not Begun	Due 2/26/2016
Select one teacher form each grade levels		Nina Semeryuk (LEA) , Toolie Younger (LEA)
Pilot ELD material	Not Begun	Due 4/3/2016
Pilot material to each grade level		Nina Semeryuk (LEA)
Recommend ELD material to adoption	Not Begun	Due 5/15/2016
Adopt recommended material for each grade level		Nina Semeryuk (LEA) , Toolie Younger (LEA)

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GOAL **Goal 2C: AMAO 3 - Reading/Language Arts**

By June 2016, 75% of teachers/administrators will implement the ELD standards in tandem with the California Common Core State Standards for ELA. The implementation of ELD Standards across all disciplines will be measured by a locally developed observation tool.

Filing Cabinet Count 0

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GOAL **Goal 2C: AMAO 3 - Mathematics**

By June 2016, 75% of teachers/administrators will implement the ELD standards in tandem with the California Common Core State Standards. The implementation of ELD Standards across all disciplines will be measured by a locally developed observation tool.

Filing Cabinet Count 0

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GOAL Goal 2D: High Quality Professional Development

By June 2016, 75% of teachers/administrators will participate in professional development focused on the implementation of the ELD Standards in tandem with the California Common Core State Standards for ELA/Math, and all core subjects. The implementation of ELD Standards across all disciplines will be measured by a locally developed observation tool.

Filing Cabinet Count	0	Budgeted:	\$15,000.00
Resources and state requirements for this goal Available	1		

STRATEGY professional development and support to teacher

CCCS will provide professional development and support to teachers of ELs so that they can implement the CCSS and ELD standards in tandem.

The CCCS will provide ongoing, high-quality, job-embedded professional development that is aligned with the LCAP and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement the 2012 ELD Standards in addition to the CCSS for ELA.

Filing Cabinet Count	0	Budgeted	\$15,000.00
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ACTION STEP Professional development and coaching

Continue providing professional development and participating in peer/expert observations and coaching with GLAD expert. Provide new teacher orientation, lead teacher support to all teachers, and schedule classroom observation opportunities.

Status	Not Begun 01/14/2015	Filing Cabinet Count	0
Start-End Dates	10/09/2014 - 05/06/2016	Budgeted	\$15,000.00
Timeline Notes	2x a year coaching with GLAD experts. biweekly observation ongoing lead teachers support		
Tags	T3Y2		
Persons Responsible	Nina Semeryuk, Toolie Younger		

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GOAL Goal 2D: High Quality Professional Development

STRATEGY professional development and support to teacher

ACTION STEP Professional development and coaching

TASKS 0 of 3 Complete

Schedule GLAD activities	Not Begun	Due 6/8/2015
Develop a year long calendar of all GLAD related events.		Nina Semeryuk (LEA) , Toolie Younger (LEA)
Provide new teacher GLAD orientation	Not Begun	Due 9/27/2015
Organize training for all new teachers.		Nina Semeryuk (LEA) , Toolie Younger (LEA)
Provide GLAD support	Not Begun	Due 6/3/2016
Provide expert and lead teachers coaching, peer observations and classroom observation opportunities to all GLAD teachers. Opportunities provided throughout the year.		Nina Semeryuk (LEA) , Toolie Younger (LEA)

ACTION STEP Grade-Level collaboration

Implement monthly, grade-level collaboration to work on implementing best teaching strategies, developing CCSS/ELD units, creating assessments and monitoring EL progress

Status	Not Begun 01/14/2015	Filing Cabinet Count	0
Start-End Dates	08/17/2014 - 05/29/2015		
Timeline Notes	monthly grade-level meeting		
Tags	T3Y2		
Persons Responsible	Nina Semeryuk, Toolie Younger		

TASKS 0 of 1 Complete

Collaboration	Not Begun	Due 5/27/2016
Develop monthly grade level collaboration schedule for teachers to work on implementing best teaching strategies.		Nina Semeryuk (LEA) , Toolie Younger (LEA)

ACTION STEP ELD Standards training and support

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GOAL **Goal 2D: High Quality Professional Development**

STRATEGY **professional development and support to teacher**

ACTION STEP **ELD Standards training and support**

Provide 2012 ELD Standards training to teachers and administrators.
 Schedule ELD Standards orientation and provide support for classroom implementation.

Status	Not Begun 01/14/2015	Filing Cabinet Count	0
Start-End Dates	03/27/2015 - 05/06/2016		
Timeline Notes	By March 2015 schedule ELD training.		
Tags	T3Y2		
Persons Responsible	Nina Semeryuk, Toolie Younger		

TASKS 0 of 2 Complete

ELD standards training	Not Begun	Due 12/20/2015
Schedule ELD standards training for teachers and administrators		Nina Semeryuk (LEA) , Toolie Younger (LEA)
Classrooms support for implementation	Not Begun	Due 3/20/2015
Make sure teachers were trained on ELD standards and support all teachers for classroom implementation.		Nina Semeryuk (LEA) , Toolie Younger (LEA)

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GOAL Goal 2E: Parent and Community Participation

The CCCS will promote the involvement of parents and community members in the education of English learners. By June 2016, CCCS will improve and increase parent outreach strategies so that 25% of parents are active participants in the education of their children.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

STRATEGY Increase communication and parent involvement

The CCCS will use a variety of strategies to promote the increase of communication and involvement of parents in the education of English learner students

Filing Cabinet Count	0
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ACTION STEP Parent involvement opportunities

Expand parent involvement opportunities by promoting the PTO. Hold meetings with topics are of interest to parents. Hold parents accountable by reporting involvement hours to them each semester.

Status	Not Begun 01/14/2015	Filing Cabinet Count	0
Start-End Dates	10/12/2014 - 05/06/2016		
Timeline Notes	Periodical parents meetings. Every other month.		
Tags	T3Y2		
Persons Responsible	Nina Semeryuk, Toolie Younger		

TASKS 0 of 1 Complete

Hire parent liaison	Not Begun	Due 10/5/2014
Hire bilingual parent liaison to organize the PTO activities, schedule and advertise PTO meetings, maintain reports for parents participation and survey parents regarding topics of parents' interest.		Nina Semeryuk (LEA) , Toolie Younger (LEA)

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GOAL Goal 2F: Parental Notification

By June 2016, the CCCS will continue to provide 100% of parents of ELs with the required notifications as required by Title I. The LEAs will provide the following information to parents in a language they can understand:

- Identification of 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
 - Reclassification information
 - At the high school level, graduation requirements and annual notification of their students' progress toward meeting those requirements
- See III regulations.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

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GOAL Goal 2G: Services for Immigrant Students

By June 2016, 75% of immigrant students will receive online, small group or one on one instruction in a home language to promote acquisition of English.

Filing Cabinet Count	0	Budgeted:	\$2,810.00
Resources and state requirements for this goal Available	1	Actual:	\$2,235.00

STRATEGY Support immigrant students in their home language

Provide immigrant students with online, small group and/or one on one instruction in their home language.

Filing Cabinet Count	0	Budgeted	\$2,810.00
		Actual	\$2,235.00

ACTION STEP Immigrant student support

Identify immigrant students and provide home language support as needed. Assign eligible students to online, small group and/or one-on-one instruction.

Status	Not Begun 01/14/2015	Filing Cabinet Count	0
Start-End Dates	01/25/2015 - 06/05/2015	Budgeted	\$2,810.00
Timeline Notes	Identify eligible students at the beginning of school year and during the year.	Actual	\$2,235.00
Tags	T3Y2		
Persons Responsible	Nina Semeryuk, Toolie Younger		

TASKS 0 of 3 Complete

Identify immigrant students	Not Begun	Due 6/2/2015
Identify immigrant students at the beginning of each school year and as new comer will enroll in school		Jon Campbell (LEA) , Nina Semeryuk (LEA) , Toolie Younger (LEA)
Translation	Not Begun	Due 5/29/2015
Translate material in home language as needed		Jon Campbell (LEA) , Nina Semeryuk (LEA) , Toolie Younger (LEA)
Supplemental material	Not Begun	Due 5/29/2015
Purchase supplemental materials as needed.		Jon Campbell (LEA) , Nina Semeryuk (LEA) , Toolie Younger (LEA)

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GOAL Goal 5A: Increase Graduation Rates

By June 2016, the CCCS graduation rate for English Learners will increase from 42.1% to 47%.

Filing Cabinet Count	0
Resources and state requirements for this goal Available	1

STRATEGY ELA support and counselor access

Provide students access to Bi-lingual teachers and support staff, access to EL intervention/support classes and curriculum, access to school counselor for creation of Graduation plan

Filing Cabinet Count	0
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ACTION STEP ELs and counselor support for graduation plan

Identify EL students in need of Bi-lingual teachers and ELA/Math support courses at the point of new enrollment.
 Schedule counselor contacts and meetings within 60 days of enrollment for creation of graduation plan

Status	Not Begun 01/14/2015	Filing Cabinet Count	0
Start-End Dates	01/06/2015 - 06/05/2015		
Timeline Notes	Students are identified upon enrollment for additional support. Teachers meet weekly with EL-independent study students.		
Tags	T3Y2		
Persons Responsible	Jon Campbell		

GOAL Goal 5A: Increase Graduation Rates

STRATEGY ELA support and counselor access

ACTION STEP ELs and counselor support for graduation plan

TASKS 0 of 4 Complete

Review EL records	Not Begun	Due 6/3/2016
Identify EL students & review most recent CELDT scores (upon enrollment). Ongoing process occurs whenever students enroll.		
Monitor student progress	Not Begun	Due 6/3/2016
Monthly: Review student progress for movement within intervention curriculum. Provide support as needed.		
Purchase EL materials	Not Begun	Due 6/5/2015
Purchase EL curriculum & supplemental materials as needed. 2x a year or more often if needed.		
Identify ELs for academic support	Not Begun	Due 2/27/2015
Identify students in need of additional academic supports: CAHSEE courses or credit recovery options (quarterly)		

TOTAL PLAN FUNDS:	\$100,000.00
Budgeted	\$38,072.00
Actual	\$2,235.00