Lompoc Unified School District 2015/16: LEAP Goal 2 Update

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)

Performance Goal 2: Description of Specific Actions to Improve Education Practice for LEP Students and Immigrants	Description of how the LEA is meeting or plans to meet this requirement	Person Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
1. This Plan must include the following:					
a. Describe the programs and activities to be developed, implemented, and administered under the sub-grant	1.a.1. Complete development of the Master Plan for English Learners (MPEL) with representative assistance from all stakeholders.	Director of Categorical Programs By June 2016			
	1.a.2. Provide professional development for teachers, administrators, and paraprofessionals aimed at accelerating EL students into grade level core curriculum.	Director of Categorical Programs, ELD coaches 2015-2016	Attendance at Workshop and, conferences Registration/ materials, Travel, meals, lodging Substitutes	$ 7,000	Title III LEP
	1.a.3. Provide extended day opportunities targeting EL students needing additional support in ELD or in mastering content standards.	Principals, Classroom teachers, August 2015-May 2016	Hourly staff compensation (1 teacher per 8 sites, 3 hours per week @ $ 33.50/hr. for 25 weeks Instructional materials and supplies	$ 14,100	Title III LEP

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	1.a.4. Provide training for parents to further equip them to effectively support their children's progress in acquiring English and mastering content standards.	Principals, EL Coaches Translators Monthly, Sept. 2015 – March 2016	Facilitators for parent workshops, (e.g. Parenting Partners) training/ Materials	$ 4,000	Title III LEP
	1.a.5. Continue to expand the Two-Way Dual Immersion Program	Principal, Human Resources Teachers 2015-2016	Additional supplemental materials/books Travel/ conference (e.g.CABE)	$ 3,500	Title III LEP
	1.a.6. Hire necessary personnel and purchase supplementary materials to support the services identified above.	Principals District HR Director of Categorical Programs 2015-2016	Fund primary language support personnel/translation services, Supplemental instructional materials, e.g. licenses for Rosetta Stone	$ 2,000	Title III/LEP Supplemen-tal/ Concentrat-ion Grant
	1.a.7. Explore, pilot and evaluate the most recent SBE approved ELA/ELD curriculum for possible adoption..	Coordinator ELD Leadership Team October 2015-Mqy 2016	Fund additional time/release time for ELD Leadership Team members		Supplemen-tal/ Concentrat-ion Grant

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	1.a.8. Regularly collect and analyze ELD program assessment data.	Classroom teachers, Coordinator, Principals, ELD Coaches, IT Services September 2015-May 2106			
	1.a.9. Fully implement the use of materials and strategies that are part of the adopted ELA and math curriculum and are designed to support EL students (Universal Access)	Classroom teachers, Principals 2015-2016	Training/ Workshops, Travel/ conference Release time for ELD Leadership Team members		Supplemental/ Concentration Grant
b. Describe how the LEA will use the sub-grant funds to meet all AMAOs	1.b.1. Implement an ongoing EL progress monitoring system that gives teachers and administrators easy access to relevant EL student information, e.g. Benchmark Assessment, results, CELDT, CAASPP, and CAHSEE results, years in district, etc.	District IT Services, Director of Categorical Programs, ELD Leadership Team By September 2015, ongoing	Fund additional time for ELD Leadership Team		Supplemental/ Concentration Grant

<table>
<tr><th>Performance Goal 2: Description of Specific Actions to Improve Education Practice for LEP Students and Immigrants</th><th>Description of how the LEA is meeting or plans to meet this requirement</th><th>Person Responsible / Timeline</th><th>Potential Expenditures</th><th>Estimated Cost</th><th>Potential Funding Source</th></tr>
<tr><td></td><td>1.b.2. The District has set the following annual goals for EL students in the areas of ELD, ELA and math. ELD growth is measured by the CELDT; ELA and math will be measured by CAASPP and District Benchmark Assessments.
<table>
<tr><th>CELDT Level</th><th>Beg</th><th>Early Inter.</th><th>Inter.</th><th>Early Adv.</th><th>Adv.</th></tr>
<tr><td>Timeline toward redesign-ation</td><td>1st Year</td><td>2nd Year
1st year</td><td>3rd Year
2nd Year
1st Year</td><td>4th Year
3rd Year
2nd Year
1st Year</td><td>5th Year
4th Year
3rd Year
2nd Year
1st Year</td></tr>
<tr><td>ELA CAASPP</td><td>TBD</td><td>TBD</td><td>TBD</td><td>TBD</td><td>TBD</td></tr>
<tr><td>Math CAASPP</td><td>TBD</td><td>TBD</td><td>TBD</td><td>TBD</td><td>TBD</td></tr>
</table></td><td>Principals, Language Census Team, Counselors
2015-2016</td><td></td><td></td><td></td></tr>
<tr><td></td><td>1.b.3. A benchmark assessment system will be implemented to measure EL students' English development growth frequently over the course of the year. The benchmark system will use assessments from the curriculum to measure growth.</td><td>Director of Categorical Programs, Classroom teachers, ELD Leadership Team,
4-6 times during 2015-16</td><td></td><td></td><td></td></tr>
<tr><td></td><td>1.b.4. The principal monitors the EL student placement; ensures appropriate teacher authorizations; visits classrooms regularly to monitor designated and integrated ELD lesson implementation; schedules and attends English Learner Advisory Committee (ELAC) meetings; and ensures implementation of District plans to meet the language and academic needs of the EL students.</td><td>Principals
By September 2015, ongoing</td><td></td><td></td><td></td></tr>
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c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: ○ meeting the annual measurable achievement objectives described in Section 3122; ○ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); ○ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);	1.c.1. All EL student information will be recorded in a District database that is accessible to individual schools and teachers	IT Services 2015-2016	Zangle, MMARS		
d. Describe how the LEA will promote parental and community participation in LEP programs.	1.d.1. All schools will include a parent involvement component in their Single Plan for Student Achievement.	Principals, School Site Councils By September 2015			

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	1.d.2. Schools with 21 or more English learners will have a properly constituted ELAC	Principals, Bilingual Liaisons, Parents By September 2015			
	1.d.3. Each school will have a representative on the DELAC.	Principals, Parents By September 2015			
	1.d.4. Leadership and parental involvement training will be offered to DELAC members.	Bilingual Liaisons, Director of Categorical Programs, DELAC members September 2015	Parent workshops, Meeting supplies, Travel/conference (e.g. CABE) 4 @ $1,438.00	$5,750	Supplemen-tal/ Concentrat-ion Grant Title III/LEP
	1.d.5. Adult literacy/ESL classes will be provided to parents through LUSD adult education programs.	Bilingual Home/School/ Community Liaisons, Adult Ed. Principal 2015-2016	Adult Ed. teacher salary, Instructional materials Classroom supplies	$2,000	Adult Ed. Title III/LEP

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	1.d.6. Provide written translations for parents of individual student assessment results and program descriptions with oral translations available upon request.	Site Principals, Coordinator, ELD coaches, Secondary counselors, Bilingual Home/School liaisons, Translators August/September 2015	Conference translation services, Additional hours for translators	$1,500	Supplemen-tal/ Concentrat-ion Grant Title III/LEP
	1.d.7. Provide classes for parents to develop skills, techniques, and strategies to assist their children at home.	Principals, Bilingual H/S/ Liaisons EL Coaches, Coordinator 6 times during 2015-2016	Presenters' fees, Meeting supplies, Instructional supplies	See 1.a.4 above	Title III/LEP
	1.d.8. Ensure that all school communications sent home are translated into the major languages represented at the schools.	Principals Translators 2015-2016	Translation services, Printing		Supplemen-tal/ Concentrat-ion Grant
	1.d.9. Provide oral translation for advisory meetings and parent conferences at the District level.	Principals Translators 2015-2016	Simultaneous translation technology Training for translators, Translation services	$8,100	Title III/LEP

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	1.d.10 Continue the system for K-8 beginning of year communication for parents/guardians about grade level as well as ELD standards and strategies for at-home support.	Principals, Translators, Bilingual H/S/C Liaisons August/September 2015	Translation Services, Printing, Postage	$1,000	Supplemental/ Concentration Grant Title III/LEP
2. Describe how the LEA will provide high quality language instruction based on scientifically based research					
The effectiveness of the LEP programs will be determined by the increase in: • English proficiency and • Academic achievement in the core academic subjects	2.1. Provide ELD instruction using an approved ELD curriculum for all EL students based on the District ELD placement process.	Teachers, ELD Leadership Team, Principals, Director of Categorical Programs 2015-2016	Research and purchase supplemental instructional materials, including educational technology	$12,057	Supplemental/ Concentration Grant Title III LEP
	2.2. Provide SBE recommended amount of ELD instruction to EL students	Principals, Counselors, Teachers, (Master schedules) 2015-2016			
	2.3. Continue to monitor use of the ELD curriculum and instructional time with frequent classroom visits by the administration during ELD time.	Principals, Director of Categorical Programs, ELD coaches 2015-2015	2 FTE ELD coaches	$ 108,500	Supplemental/ Concentration grant Title III/LEP

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	2.4. Provide follow-up coaching to EL teachers and principals.	Director of Categorical Programs EL coaches Ongoing August. 2015-May 2016	See 2.3 above		
	2.5. Provide administrators with training on Common core ELA and ELD standards, curriculum, research-based instructional strategies, calibration, and coaching teachers to differentiate instruction. There will be targeted training in the New California State Standards/ELD and the ELA/ELD Framework. The District will provide principals with tools specifically designed to assist in the observation of instruction for English learners.	Principals and co-administrators, Director of Categorical Programs, ELD coaches 2015-2016	Attendance at conferences and workshops, Presenters' fees, Meeting supplies and materials	$6,000	Supplemen-tal/Concent-ration Grant Title III/ LEP
	2.6. Monitor ELD progress on an ongoing basis using the ELD benchmark assessment system. This system will include program-based, frequent assessments that are entered into the formative assessment system and analyzed and reported to the principals and LUSD Board by the ELD Leadership Team.	Principals, Director of Categorical Programs, ELD coaches IT Services ELD Leadership Team 2015-2015	Additional/Release time for ELD Leadership Team members (15 teachers for 10 hours each @ $29.50/hr.)	$4,275	Title III/LEP
	2.7. Provide each teacher of EL students with a variety of data to inform instruction (e.g., ELD Benchmark data, CELDT scores, Secondary ELD Placement Exam, standardized test scores, years in program, etc.)	ELD coaches, Director of Categorical Programs Principals IT Services 2015-2016	See 2.6 above	See 2.6 above	

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	2.8. Provide teachers with tools to assist in standards-based lesson planning for and assessment of EL students. Instruction will be delivered through effective, research-based instructional strategies.	Principals, ELD coaches, ELD Leadership Team members 2015-2016	Attendance at Workshops/confer-ences Release time for planning, Substitutes		Suppleme-ntal/Conc-entration Grant
	2.9. Support after-school programs that accelerate language acquisition and proficiency in English and provide intervention for students not making adequate progress.	Principals, Coordinator, EL Coaches Principals, ASES Providers 2015-2016	Supplemental instructional materials, supplies, Staff salaries	See 1.a.3.	
	2.10. Continue to provide migrant students and their families with services through the District's participation in the Migrant Education Program, Region XVIII Consortium MOU.	SBCEO Migrant Ed. Staff, LUSD Staff July 1, 2015 – June 30, 2016			

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3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel					
a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. 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; d. Long term effect will result in positive and lasting impact on teacher performance in the classroom	3.1. Provide all elementary teachers who teach ELD and support staff with training in the effective use of Systematic ELD. Secondary sites will explore/continue implementation of Constructing Meaning.	SysELD Trainers Principals Teachers 2015-2016	Release time, Materials, Symposium attendance, Subs.		Supplemen-tal/ Concentrat-ion Grant
	3.2. Provide all principals training and coaching in: • Teacher Evaluation / Communication • Use of the ELA/ELD Framework • Observation of effective ELD strategies • Use of educational rounds • Access of Universal tools for EL students • Differentiated Instruction • Formative assessment System	Human Resources, Director of Categorical Programs ELD coaches, Principals 2015-2016	Presenters' fees, Meeting supplies and materials, Conference/ Travel	$1,000	Title III/LEP

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	3.3 Continue to provide all teachers and administrators with training in instructional strategies including: • Implementation of New California State Standards/ELD for ELA/ELD and Math • Designated and Integrated ELD • Differentiated instruction • Use of assessments to inform practice • Grouping models • Inclusion of oral academic language • Standards-based lesson planning, curriculum mapping, pacing guides • Data teams • Understanding socio-economic, cultural and linguistic diversity • Effective instructional practices for culturally diverse students • Communication with linguistically and culturally diverse parents.	Instructional coaches, ELD coaches, Principals, Coordinator 2015-2016	Presenters' fees, Meeting supplies and materials, Conference/ Travel	$5,000	Title III/LEP

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	3.4. Provide all paraprofessionals working with EL students training in instructional strategies including: • Differentiated instruction • New California State Standards/ELD for ELA/ELD • Designated and Integrated ELD • Assessments to inform practice • Grouping models • Understanding socio-economic, cultural and linguistic diversity • Effective instructional practices for culturally diverse students • Communicating with linguistically and culturally diverse parents	EL Coaches, Principals, Classified HR, Director of Categorical Programs 2015-2016	Presenters' fees, Materials and supplies, Attendance at works Conference/ Travel Substitutes	$5,000	Title III LEP
4. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families:					
a. To improve English language skills of LEP children; b. To assist parents in helping their children to improve their academic achievement and in becoming active participants in the education of their children.	4.1. Provide parents information on educational programs and partnerships with the District and community-based organizations.	Principals, Teachers, Bilingual Home/School Liaisons, Translators 2015-2016	Childcare, Materials and supplies, Presenters' fees, Translation services, Bilingual Home/School Liaison	$17,000	Supplemen-tal/Concent-ration Grant Title III LEP
	4.2. Support the school-based parent centers that provide parents information on educational programs and partnerships with the District and community-based organizations, services, and facilities.	Principals Translators Bilingual Home/School Liaisons 2015-2016			

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	4.3. Provide parent education classes in the content areas, such as Math, STEM/STEAM, and ELA/ELD. Other topics planned include LUSD processes/protocols, data analysis and community resources." as well as educational technology.	Principals, Director of Categorical Programs, EL coaches, Bilingual Home/School Liaisons, Translators Coordinator 2015-2016	See 4.1. above	See 4.1. above	See 4.1. above
	4.4. Provide training and outreach through the DELAC and ELACs	Translators, Principals, Bilingual Home/School Liaisons 2015-2016			
	4.5. Support translating and interpreting of information for parents, whether at meetings or in print.	Translators, Principals, Bilingual Home/ School Liaisons 2015-2016			
	4.6. Develop materials and presentations for sites to utilize.	Coordinator, Bilingual H/S Liaisons, Director of Categorical Programs 2015-2016			

Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

The LEA informs the parent(s) of the LEP student of each of the following (per Sec.3302 of NCLB):	Description of how the LEA is meeting or plans to meet this requirement	Person Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	Upon registration of their student, and annually thereafter, parents receive the written explanation of the reasons for their child's LEP identification.	Director of Categorical Programs, Coordinator, Special Projects staff By September 20, 2015 or two weeks after enrollment if student enrolls after the beginning of the school year.	Postage Printing Translation Services	See 1.d.6-10 See also 4.5 and 6 above	See 1.d.6 - 10 See also 4.5 and 6 above
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	Parents receive the written explanation of the child's level of English proficiency and how it was assessed, including an explanation of the CELDT level and the CELDT exam, as well as the status of the s student's academic achievement after initial identification and annually thereafter.				

The LEA informs the parent(s) of the LEP student of each of the following (per Sec.3302 of NCLB):	Description of how the LEA is meeting or plans to meet this requirement	Person Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
c. the method of instruction used in the program in which their child is or will be participating, and the methods of instructional used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;	Parents are notified of the method of instruction their student will receive, including a description of the ELD and ELA programs , as well as the EL authorization of their child's teacher. Parents are informed of their right to review course materials to be used.	Director of Categorical Programs, Coordinator, Special Projects staff by September 20, 2015 or two weeks after enrollment if student enrolls after the beginning of the school year.			
d. how the program in which the child is or will be participating in will meet the educational strengths and needs of the child;	Parents are informed of how the program their child will participate in is designed to meet the needs of the child.				

The LEA informs the parent(s) of the LEP student of each of the following (per Sec.3302 of NCLB):	Description of how the LEA is meeting or plans to meet this requirement	Person Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
e. how the program will specifically help their child learn English and meet the age appropriate academic achievement standards for grade promotion and graduation;	Parents are informed of how the program is designed to help their child learn English.	Director of Categorical Programs, Coordinator, Special Projects staff By September 20, 2015 or two weeks after enrollment if student enrolls after the beginning of the school year.			
f. the specific exit requirements for such a program, the expected rate of transition into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such a program if funds under this title are used for children in secondary schools;	The notice to parents includes specific redesignation criteria and expected rate of promotion and graduation if student participates in this program.				

The LEA informs the parent(s) of the LEP student of each of the following (per Sec.3302 of NCLB):	Description of how the LEA is meeting or plans to meet this requirement	Person Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program (IEP) of the child;	If a student has a disability, parents are informed of how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.	Director of Special Education Special Project staff By September 20, 2015 or two weeks after enrollment if student enrolls after the beginning of the school year			
h. the right that parents have to have their child immediately removed from such a program upon their request; and	Parents are informed of the right and process to remove their child from the program				
i. the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction if available;	Parents are informed of the options available to them if they decline their child's participation in the ELD program.				
j. LEA assistance to parents in selecting among various programs and methods of instruction if more than one program or method is offered by the LEA.	Parents are notified of the LEA assistance that is available to parents to help them select among options.				

The LEA informs the parent(s) of the LEP student of each of the following (per Sec.3302 of NCLB):	Description of how the LEA is meeting or plans to meet this requirement	Person Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the school year. If student enrolled after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.	If the LEA fails to make progress on the annual measurable achievement objectives (AMAOs)it will inform parents of a child identified for participation in such a program or participating in such program, of such failure not later than 30 days after such failure occurs.				

Plans for Provide Services for Immigrants

Performance goal 2: Description of Specific Actions to Improve Education Practice for Immigrant Students	Description of how the LEA is meeting or plans to meet this requirement	Person Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	• Provide training for parents to further equip them to effectively support their children's progress in acquiring English and mastering content standards. • Provide parents information on educational programs and partnerships with the District and community-based organizations. • Provide parent education classes in the content areas, such as Math, STEM/STEAM, and ELA/ELD. Other topics planned include LUSD processes/protocols, data analysis and community resources." as well as educational technology. • Sites have bilingual home/school liaisons . • Provide training for DELA,ELAC and School Site Councils	Principals, Teachers, Bilingual Home/School Liaisons, Translators 2015-2016	Childcare, Materials and supplies, Presenters' fees, Translation services Bilingual Home/School Liaison	$4,000	Title III Imm
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	• Provide professional development for teachers, administrators, and paraprofessionals aimed at accelerating EL students into grade level core curriculum. • Ongoing training for bilingual classified staff in translating and interpreting. • Additional training for instructional assistants to maximize effectiveness in the classroom.	Director of Categorical Programs, ELD coaches, Coordinator 2015-2016	Attendance at Workshops, conferences Registration/ materials, Travel, meals, lodging Substitutes	$ 2,000	Title III Imm
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	• Provide extended day opportunities targeting EL students needing additional support in ELD or in mastering content standards. • Bilingual counselors at each comprehensive high school provide academic and career counseling to immigrant students.	Principals, Classroom teachers, Bilingual high school counselors 2015-2016	Hourly staff compensation (1 teacher per 8 sites, 3 hours per week @ $ 33.50/hr. for 25 weeks) Instructional materials and supplies	$ 6,000	Title III Imm

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4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Identify and purchase supplementary materials to support the services identified above.	Principals, Coordinator, Teachers, Director of Categorical Programs 2015-2106	Technology and Software licenses Books, Instructional materials,	$ 4,115	Title III Imm
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:	Support Adult Education program to provide immigrant students credit recovery opportunities toward graduation.	Adult Education Principal, Director of Student Services, Counselors, Teachers 2015-2106	Materials and supplies Software licenses	$ 2,000	Title III Imm

Performance goal 2: Description of Specific Actions to Improve Education Practice for Immigrant Students	Description of how the LEA is meeting or plans to meet this requirement	Person Responsible / Timeline	Potential Expenditures	Estimated Cost	Potential Funding Source
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:	• Continue to expand the Two-Way Dual Immersion Program. • Secondary counselors provide targeted services for immigrant students	Principal, Human Resources, Teachers, TWDI program principal, Secondary counselors 2015-206	Additional supplemental materials/books Travel/ conference (e.g.CABE)	$ 1,417	Title III Imm
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	• Contract with Santa Barbara County Office of Education Migrant Education Region XIII through a Memorandum of Understanding . Services include: twice weekly tutoring, summer school, field trips, parent education, career counseling • Provide parents with information on educational programs and partnerships with the District and community-based organizations, services and facilities. • Support school-based parent centers that provide parents information on educational programs and partnerships with District and community-based organizations.	SBCEO Staff, LUSD Staff, Director of Categorical Programs, July 2015 - June 2016	Postage Printing, Coordination, Translation services Supplies	See # 1 above	See # 1 above