

**Performance Goal 1A: *All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-2014.***

SCHOOL GOAL # 1: Each academic year, students will advance by 1.5 reading levels. (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal: All 6th Students	Anticipated annual performance growth for each group: Each year, students will be expected to advance by 1.5 reading levels.
Means of evaluating progress toward this goal: Ongoing formative assessments Achieve 3000 assessment Developmental Reading Assessment (EDL in Spanish)	Data to be collected to measure academic gains:  Beginning, middle, and end of year reading assessments Achieve 3000 assessments (quarterly) Developmental Reading Assessment Course grades

**Planned Improvement in Student Performance in Reading -**

Description of specific actions to improve student achievement in <b>Reading</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Principal coaches teachers to develop and implement standards-based, balanced literacy curricula.	Principal	No extra cost	Salary %	1) LCFF Base Grant
2. Use of standards-aligned instructional materials and strategies: *Use and purchased state-adopted instructional materials. Standards-based, leveled books for differentiated instruction. *Department meetings to review student work, materials, and examine alignment to standards and curricula	Principal  English department teachers	No extra cost  Stipend for meeting with teachers as needed Materials	N/A  \$500	N/A  LCFF Base Grant

3. Extended learning time: After-school program Supplemental services- tutoring and intervention	Principal and teachers	1) salaries and materials 2) \$5,000	1) 150,000 2) \$5,000	ASES grant  LCFF Base Grant
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Description of specific actions to Improve Student Achievement in <b>Reading</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: Create literacy centers where students engage in various reading and writing activities, including assessments. Computer and internet access in every classroom.	1) Principal 2) Executive Director	Materials: Equipment & telecommunications costs	\$50,000	LCFF Base Grant Other Grants
5. Staff development and professional collaboration aligned with standards-based instructional materials: *A focus on differentiated reading instruction for all teachers within 3 years *Staff development and collaboration on data analysis, ELD strategies, and reading strategies. *Develop grade level and content area standards-based pacing plans. *Department meetings	1)Principal 2) Consultant 3) Principal and English Department teachers 4) English Department teachers	1) N/A 2) \$5,000 3) Stipends		1) none 2) LCFF Base Grant 3) LCFF Base Grant
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): *Parent Workshops (standards and assessment workshops) *Site based council and leadership team will receive reports and analyze them to ensure average reading growth goals are met. *Parents will be invited to two parent conferences and at least one parent meeting to discuss reading goals, reading strategies and assessment results. *Literacy activities that involve parents like Books and Pajamas and family book club. *Student Study Team (SST)	1) Principal 2) Principal and Executive Director 3) Principal and teachers 4) Principal and teachers 5) Principal and teachers	1) salaries and materials 2) none 3) none 4) \$1,000 5) none	1) 5,000 2) none 3) none 4) \$1,000 5) none	1) Title 1 2) None 3) None 4) LCFF Base Grant 5) none

<p>7. Auxiliary services for students and parents (including transition from elementary):</p> <p>*Supplemental reading intervention program after-school</p> <p>*Parent events such as: New Student Orientation, Back to School Night, and Parent Orientations</p> <p>*Visits by feeder 5<sup>th</sup> grade students to middle school to inform and recruit students.</p> <p>*Two annual parent conferences plus additional conferences for at-risk students.</p> <p>*Lending Libraries.</p>		<p>1) Salaries</p> <p>2) Materials</p> <p>3) Materials</p> <p>4) No extra costs</p> <p>5) Materials and books</p>	<p>1) % of salary</p> <p>2) 1,000</p> <p>3) 1,000</p> <p>4) 500</p> <p>5) \$200 per class</p>	<p>1) Title 1</p> <p>2) Other grants</p> <p>3) Other grants</p> <p>4) N/A</p> <p>5) LCFF Base Grant</p>
<p>8. Monitoring program effectiveness:</p> <p>*The Principal and Site Based Council will monitor LEA Plan progress and make needed revisions</p> <p>*Chartering agency monitors program effectiveness.</p> <p>*The school will participate in the State's standards-based assessment system.</p> <p>*The school administration will fully comply with the Public School Accountability Act.</p> <p>*Classroom teachers will regularly assess students' mastery of standards by examining student work, reading assessments, and quarterly benchmark assessments three times per year.</p>	<p>Principal and SBC Chair</p> <p>LCFF Base Grant</p> <p>Principal and Testing Coordinator</p> <p>Principal and Executive Director</p> <p>Principal and teachers</p>	<p>1) N/A</p> <p>2) N/a</p> <p>3) stipend</p> <p>4) N/A</p> <p>5) N/A</p>	<p>1) N/A</p> <p>2) N/A</p> <p>3) \$2,000</p> <p>4) N/A</p> <p>5) N/A</p>	<p>1) N/A</p> <p>2) N/A</p> <p>3) LCFF Base Grant</p> <p>4) N/A</p> <p>5) N/A</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>1) Meetings with teachers and Principal to review data and identify target students. 2) After school programs with an academic intervention component and homework assistance. 3) Small group differentiated instruction.</p>	<p>Administration and teachers</p> <p>After-school Coordinator</p> <p>Principal and Teachers</p>	<p>1) N/A</p> <p>2) % of salary and materials</p> <p>3) materials</p>	<p>1) N/A</p> <p>2) \$10,000</p> <p>3) \$1,000</p>	<p>N/A</p> <p>ASES grant</p> <p>LCFF Base Grant</p>
<p>10. Any additional services tied to student academic needs:</p> <p>After school program for homework assistance and academic intervention</p> <p>GALS 101 advisory program to engage students in wellness and be ready to learn</p>			<p>1) \$10,000</p>	



**Performance Goal 1B: *All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.***

<p>SCHOOL GOAL # 2: Each academic year, students will advance by one proficiency band in mathematics.          (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p><b>6<sup>th</sup> Grade Students</b></p>	<p>Anticipated annual performance growth for each group:</p> <p>Each year, students will be expected to advance by one proficiency band.          (not met, nearly met, met, exceeded)</p>
<p>Means of evaluating progress toward this goal:</p> <p>Quarterly benchmark assessments          Ongoing formative assessments          Eureka Math assessments</p>	<p>Data to be collected to measure academic gains:</p> <p>Quarterly benchmark assessments          Required state assessments          Ongoing formative assessments          Course grades</p>

**Planned Improvement in Student Performance in Mathematics**

Description of specific actions to Improve Student Achievement in <b>Mathematics</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Principal coaches teachers and provides intensive professional development to create and implement standards based curricula. Continue to develop and implement a conceptual and skills-based math program.	Principal Consultant	No extra cost Consultant fees	Salary % \$5,000	1) LCFF Base Grant 2) Title II, Part A
2. Use of standards-aligned instructional materials and strategies: Purchase State adopted instructional materials	Principal Department teachers	No extra cost Stipends for teachers Materials	N/A 500/teacher 100/class	N/A LCFF Base Grant

<p>Department meetings to review student work, materials, assessments, and examine alignment to standards and curricula.</p> <p>Teacher professional development on strategies around conceptually based math instruction and hands-on learning,</p> <p>Expand classroom manipulatives in each classroom.</p>				LCFF Base Grant
<p>3. Extended learning time:</p> <p>After-school program</p> <p>Supplemental services – tutoring</p>	<p>After-School Director</p> <p>Principal and teachers</p>	<p>Salary %</p> <p>Salary %</p>	<p>\$20,000</p> <p>\$20,00</p>	<p>ASES Grant</p> <p>Other grant</p>

Description of specific actions to Improve Student Achievement in <b>Mathematics</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology: Create classroom 'math centers' which will integrate technology to provide diagnostic/pre-post assessments, individualized instruction, tutorial help, and student reports at each site. Explore/pilot on-line math programs which under achieving students can access from home, public libraries or after school programs to obtain assistance with math concepts and procedural skills. Computer and internet access in every classroom</p>	Principal Department teachers	Materials Software, licensing equipment & telecommunications costs	\$100 per classroom TBD \$10,00	LCFF Base Grant E-rate Grant LCFF Base Grants
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Differentiate instruction for all teachers within 3 years. Staff development and collaboration on data analysis, instructional strategies and assessment. Develop grade level and content area standards-based pacing plans. Department meetings to analyze at student work</p>	Principal and teachers	N/A	N/A	LCFF Base Grants N/A N/A N/A
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Parent Workshops (standards, curriculum, and assessment workshops) Site Based Council and leadership team will receive reports and analyze them to monitor and support student achievement. Parents will be invited to two parent conferences and at least one parent meeting to discuss math program, math strategies and assessment results. Numeracy activities that involve parents at a school-wide event: Math Night Student Study Team (SST)</p>	Principal Principal/SBC Chair Teachers	<p>1) Salaries and materials 2) None 3) None 4) \$500 5) None</p>	<p>1) \$5,000 2) None 3) None 4) \$500 5) None</p>	<p>1) Title 1 2) None 3) None 4) LCFF Base Grant 5) None</p>



Title 1 \$10,000  
 Title 1 \$10,000  
 Title 1 \$10,000  
 Principal and  
 Teachers

7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): Parent events such as: New Student Orientation, Back to School Night, and Parent Workshops *Visits by feeder 5 <sup>th</sup> grade students to middle school to inform and recruit students. *Two annual parent conferences plus additional conferences for at-risk students.	Leadership Team and Teachers Leadership Team and Teachers Leadership Team and Teachers	1) materials 2) materials 3) N/A	\$500 \$500 N/A	1) Title 1 2) Other grants 3) N/A
8. Monitoring program effectiveness: The Principal and Site Based Council will monitor LEA Plan progress and make needed revisions. Chartering agency monitors program effectiveness. The school will participate in the State's standards based assessment system. The administration will fully comply with the Public School Accountability Act. Classroom teachers will regularly assess students' mastery of standards by examining student work and quarterly benchmark assessment results	Principal & SBC Chair/ongoing LCFF Base Grant/ongoing Principal/testing coordinator Principal Teachers	1) N/A 2) N/A 3) stipend 4) N/A 5) N/A	1) N/A 2) N/A 3) \$2,000 4) N/A 5) N/A	1) N/A 2) N/A 3) LCFF Base Grant 4) N/A 5) N/A
9. Targeting services and programs to lowest-performing student groups: Department level meeting to review data and identify target students. After-school programs with an academic intervention component and homework assistance. Small group differentiated instruction	Teachers After-School Coordinator Principal and teachers	1) N/A 2) % of salary 3) % of salary 4) N/A	1) N/A 2) \$10,000 3) N/A	1) N/A 2) ASES Grant 3) N/A
10. Any additional services tied to student academic needs: After school program for homework assistance and academic intervention GALS 101 advisory program to engage students in wellness and be ready to learn				

**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.***

<p>SCHOOL GOAL # __ At least 75% of ELD students will advance at least one proficiency level every two years at GALS as measured by the CELDT.</p> <p>(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Grade levels to participate in this goal:</p> <p>Grade 6</p>	<p>Anticipated annual performance growth:</p> <p>Quarterly benchmark assessment</p> <p>CELDT test scores</p> <p>Ongoing Formative assessment</p>
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> <li>• Quarterly benchmark assessments</li> <li>• CELDT test scores</li> <li>• Ongoing formative assessments</li> <li>• Course grades</li> </ul>	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> <li>• Quarterly benchmark assessments</li> <li>• CELDT test scores</li> <li>• Ongoing formative assessments</li> <li>• Course grades</li> </ul>

**Planned Improvement in Programs for LEP Students and Immigrants (Title III and EIA/LEP)**

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
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Required Activities	<p>GALS will not be applying for Title III funds in the 2016-2017 School year.</p> <p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use the these funds to meet all annual measurable achievement objectives described in Section 3122</p> <p>a. GALS provides programs incorporating English Language Development (ELD) to help students master the state academic content standards. GALS currently provides the following basic instructional services to students identified as English Learners (EL's).</p> <p>Structured English Immersion (SEI): EL students who have been assessed on the CELDT and found to be at "less than reasonable levels of fluency in English" (CELDT levels 1-3) receive daily designated instruction in ELD and access to core content subjects. ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to the students' levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations.</p> <p>English Language Mainstream (ELM): EL students who have been assessed on the CELDT and have found to be at "reasonable levels of fluency in English" (CELDT levels 4-5) receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. Teachers who work with EL students in the ELM program possess appropriate state authorizations.</p>	Teacher and Leadership Team	<ul style="list-style-type: none"> <li>• Portion of Principal's Salary</li> <li>• ELD Teacher</li> <li>• ELD Materials</li> </ul>	\$100,000	<p>1) LCFF Base Grant</p> <p>2) EIA/LEP Funds</p>
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	<p>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B))</li> <li>▪ 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))</li> </ul> <p>GALS is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA, and math. To ensure that EL students are making satisfactory progress towards the interim and annual goals stated earlier, GALS employs the following monitoring process:</p> <p>All students, including all EL students, will participate in the statewide assessment program including the CA Standards Tests (CST) in reading and math to measure students' progress towards proficiency. Statewide targets in reading and math will be applied to significant subgroups of EL students to determine whether EL students have made adequate yearly progress. Results will be reported to Site Based Councils and the Board, to parents and the community through accountability report cards. The CELDT test will be used for initial assessment and administered annually to measure EL students' progress towards English proficiency. All EL student records (testing, copies of letters to parents, grades, etc.) are kept in a language development folder. This folder is updated yearly, and accompanies the student as he/she changes schools. An EL committee/department is established. Members of the committee meet once a month to discuss EL student progress and issues. The principal monitors the EL student placement in classes and groupings, ensures appropriate teacher authorizations, visits classrooms regularly to monitor ELD lesson implementation, schedules and attends ELAC meetings and ensures implementation of charter plans to meet the language and academic needs of the EL students.</p>	<p>Teacher and Leadership Team</p>	<ul style="list-style-type: none"> <li>• Portion of Principal's Salary</li> <li>• ELD Teacher</li> <li>• ELD Materials</li> </ul>	<p>\$100,000</p>	<p>-LCFF Base Grant -EIA/LEP Funds</p>
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	<p>3. How the SSD will promote parental and community participation in LEP programs</p> <p>GALS will encourage parental involvement and the community via our written parent involvement policies that parents were involved in creating and updating on an ongoing basis. GALS will have a properly constituted English Learner Advisory Committee (ELAC). This group will meet twice yearly to discuss and evaluate program and services.</p> <p>GALS will provide materials in English and Spanish and will offer technical assistance for parents to understand student assessment results and programs and will support parents in assisting their children at home.</p>	<p>Teachers and Leadership Team</p>	<ul style="list-style-type: none"> <li>• Portion of Principal Salaries.</li> <li>• Development and duplication of materials for parents meetings and community meetings (food, materials, etc).</li> </ul>	<p>\$10,000</p>	<ol style="list-style-type: none"> <li>1. LCFF Base Grant</li> <li>2. EIA/LEP Funds</li> </ol>
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	<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency</li> <li>• Academic achievement in the core academic subjects</li> </ul> <p>GALS uses state approved curriculum that are scientifically research based. We differentiate instruction including class work, homework, and assessments based on the needs of each student. We pay particular attention to vocabulary development of our students and use proven strategies to build students' vocabulary and word knowledge.</p> <p>Local formative assessments and the annual CELDT are used to measure the increase in students' English proficiency and academic achievement. The Charter has developed benchmarks for expected student performance on CELDT over time as a result of these programs. Group data is analyzed and compared to benchmarks to evaluate program effectiveness. A comparison of the aggregate achievement growth of EL students with the average achievement growth of all students will be used to evaluate program effectiveness.</p>	Teachers and Leadership Team	<ul style="list-style-type: none"> <li>• Portion of Principal Salaries and ELD Teacher Salaries</li> <li>• Instructional Materials</li> </ul>	\$25,000	LCFF Base Grant EIA/LEP Funds
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Required Activities	<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students</li> <li>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</li> <li>d. long term effect will result in positive and lasting impact on teacher performance in the classroom</li> </ul>	Principal and Teachers	Portion of the Principal's salary, 3 <sup>rd</sup> Party Trainer, materials (teacher books, manuals, food, etc.)	\$45,000	LCFF Base Fund
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	<p>In order for administrators, teachers, parents, and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program. The professional development plan will integrate research and scientifically-based theory with high quality instructional practices. The content of this plan will include the development of the following:</p> <p>Knowledge of metacognitive and metalinguistic skills through which EL students are taught. The ability to design and implement differentiated, standards-based instruction in all academic areas, and how this intersects with the socio-economic, cultural and linguistic diversity within the school community. Strategies to identify potential transitional needs between the primary language and English. A vast repertoire of strategies for literacy instruction. “[S]cientifically-based, research-based best practices” for reading comprehension. The ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening, and speaking. An understanding of the role of assessment and its use in guiding and evaluating instructional and programmatic practices. The ability to design and implement formal and informal assessment. The ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction.</p> <p>The professional development plan will provide extensive, on-going, and sustained training for all teachers at all levels and administrators on the Reading/Language Arts framework, ELA standards, ELD standards, California content standards and standards-based instruction and assessment.</p>				
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Allowable Activities	use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	and Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>1. Upgrade to program objectives and effective instructional strategies, if applicable</p> <p>On an ongoing basis the Principal and the ELD teacher will evaluate academic course content, adopt supplementary materials when necessary, review intervention programs, develop local standards-based assessments, review disaggregated data, evaluate student progress and determine the efficacy of programs for EL students</p>	Teacher and Leadership Team	<ul style="list-style-type: none"> <li>Portion of Principal's and ELD Teacher's Salary</li> </ul>	\$25,000	LCFF Base Grant EIA/LEP Funds
	<p>2. Any:</p> <p>a. tutorials and academic or vocational education for LEP students and/or</p> <p>b. intensified instruction</p> <p>Every day students attend seminar for 57 minutes. This seminar will vary per student and will include intervention and differentiation of instruction in both literacy and math.</p>	Teacher and Leadership Team	<ul style="list-style-type: none"> <li>Portion of Principal's Teacher's Salary</li> </ul>	\$100,000	LCFF Base Grant EIA/LEP Funds
	<p>3. How programs for English Learners are coordinated with other relevant programs and services</p> <p>GALS ensures that teachers are collaborating with each other on an ongoing basis with the Principal being the main connector. All grade level teachers attend 2 hour professional development training weekly and a portion of this training involves a discussion of how best to reach all students and how to differentiate instruction appropriately.</p>	Teacher and Leadership Team	<ul style="list-style-type: none"> <li>Portion of Principal's Teacher's Salary</li> </ul>	\$20,000	LCFF Base Grant EIA/LEP Funds
	<p>4. Any other activities designed to improve the English proficiency and academic achievement of LEP children</p>	N/A	N/A	N/A	N/A
	<p>5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families –</p> <p>a. To improve English language skills of LEP children</p> <p>b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children</p> <p>Instruction and materials will be translated into the primary language of the parents.</p> <p>Parents' "funds of knowledge" will also be tapped as sources of learning for school personnel and students. Parents will be surveyed as to their backgrounds and experiences, and encouraged to share their knowledge and skills within classes and school-wide.</p>	Leadership Team	<ul style="list-style-type: none"> <li>Portion of Principal's</li> </ul>	\$5,000	LCFF Base Grant EIA/LEP Funds

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

<b>Parents of Limited-English-Proficient students must be notified:</b> outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> <li>the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program</li> <li>the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement</li> <li>the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction</li> <li>how the program in which their child is, or will be participating will meet the educational strengths and needs of the child</li> <li>how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation</li> <li>the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools</li> <li>in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child</li> </ol>	Leadership Team	Portion of Principal Salary, Portion of Executive Director Salary.  Instructional Materials	\$5,000	LCFF Base Grant

		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<ul style="list-style-type: none"> <li>h. information pertaining to parental rights that includes written guidance detailing –               <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available</li> <li>iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD</li> </ul> </li> </ul>				
<b>Note:</b> 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 students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.		Leadership Team	Portion of Principal and Executive Director Salary	\$2,000	LCFF Base Funding
<b>SSD Parent Notification Failure to Make Progress</b> If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.		Leadership Team	Portion of Principal and Executive Director Salary	\$2,000	LCFF Base Funding

## Plans to Provide Services for Immigrants

**GALS will not be applying for Title III funds in the 2016-2017 School year.**

IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding, complete this table (per Sec. 3115(e) ). Please describe:		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.	N/A	N/A	N/A	N/A
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.	N/A	N/A	N/A	N/A
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.	N/A	N/A	N/A	N/A
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.	N/A	N/A	N/A	N/A
	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.	N/A	N/A	N/A	N/A
	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.	N/A	N/A	N/A	N/A

	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.	N/A	N/A	N/A	N/A
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