

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.*

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| <p>SCHOOL GOAL # 2 Meet Annual Measurable Objectives AMO's (Proficiency) for AYP school-wide for all Limited English Proficient (LEP) students in English Language Arts (ELA) & mathematics as required under NCLB.</p> | |
| <p>Grade levels to participate in this goal:</p> <ul style="list-style-type: none"> All students identified as English Language Learners in grades K-6 | <p>Anticipated annual performance growth:</p> <p>For all LEP continuously enrolled students to increase at least one performance level per year as measured through the CELDT Examination.</p> |
| <p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> Formative & Summative Assessments Standards-based performance assessments End of unit assessments Teacher Created Assessments Benchmark Assessments Classroom & Student Observations Student "Portfolios" Impact of After-School Enrichment Program CELDT Results Writing Prompt w/Common Core Rubric: 6 times/year Student Oral Language Observation Matrix (SOLOM): 3 times/year Developmental Reading Assessments (DRA) Running Records Samples of student work Progress during Guided Reading Rubrics for all writing & presentations | <p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> CELDT Results Reclassification Rates Running Records Developmental Reading Assessment: <ul style="list-style-type: none"> Grades K-3: 3 times/year Grades 4-6: 2 times/year Low-achieving students will be assessed more frequently Performance on California Assessment of Student Performance & Progress (CAASPP) in ELA Progress/Growth on Lexile Reading Levels Samples of Student Work Observations – Guided Reading Formative/Summative Assessments Internal Benchmark Assessments Trimester Report Cards |

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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|---|-------------------------------|----------------------|----------------|----------------|

| 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 |
|--|--|--|-----------------|-------------------------------------|
| <p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122</p> <p>All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.</p> <p>Empower Charter School (ECS) will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving test results. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.</p> | <p>Executive Director Teachers EL Specialist</p> | <p>CELDT Testing Salaries</p> | <p>\$10,000</p> | <p>LCFF Title I Title V</p> |

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

| 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 |
|--|--|--------------------------------------|-----------------|---|
| <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"> ○ 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)) <p>Empower Charter School (ECS) serves students in grades K-6. Our school will offer students 2 Pathways:</p> <ol style="list-style-type: none"> 1. Dual Language Immersion Model (80/20) – Spanish/English 2. Spanish Enrichment – Instruction in English in all content areas with the exception of a Spanish Foreign Language Course taught twice per week. <p>The Executive Director at ECS will hold its entire staff accountable for meeting Title III Annual Measurable Achievement Objectives as outlined above by:</p> <ul style="list-style-type: none"> • Administering Developmental Reading Assessments at least 3 times per year (more frequency with EL's) to closely monitor growth • Small group targeted instruction (homogeneous and heterogeneous grouping) • Daily Guided Reading Team – Literacy Specialist • Providing Culturally Responsive Education Practices • Implementation of GLAD Strategies – all teachers have received extensive Inquiry-based GLAD strategy training • Developing family and community involvement strategies • Data-Driven Decision-making, CELDT Testing & Annually Monitoring Reclassification rates | <p>Executive</p> <p>Director</p> <p>Teachers</p> <p>EL Specialist</p> <p>4</p> | <p>CELDT Testing</p> <p>Salaries</p> | <p>\$10,000</p> | <p>LCFF</p> <p>Title I</p> <p>Title V</p> |

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| <p>3. How the SSD will promote parental and community participation in LEP programs</p> <p>ECS will inform all parents of EL students at the beginning of the school year of the following:</p> <ul style="list-style-type: none"> • CELDT Testing: Administration, results, placement and analyzing/understanding results • Provide a complete description of the students placement and reasons for the placement referrals • A detailed description of the academic program for which their child will be enrolled in • A detailed description of the academic supports for which their child will be enrolled and provided with including additional academic intervention, small group instruction, guided reading, supplemental instructional resources, etc. • Information regarding the right to waive placement in specialized program for English Language acquisition • Results of the annual EL Assessment (CELDT), including DRA results, progress on language acquisition as monitored by a plethora of internal assessments • Notification of the change in the EL program or services • Written notification of the proposed exit decision and an explanation of the rationale for the decision • Information regarding a parent's right to appeal the LEA/school's decision to exit their child from our EL program • Participation in English Language Acquisition Committee (ELAC) meetings & decision-making • Methods by which to support (become active participants) in their child's education • Access to web-based instructional materials (specifically targeted for EL's) | <p>Executive</p> <p>Director Teachers</p> <p>EL Specialist</p> | <p>Salary</p> <p>GLAD</p> <p>CELDT</p> <p>Materials</p> | <p>\$20,000</p> | <p>LCFF</p> <p>Title I</p> <p>Title V</p> |

| 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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| <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"> • English proficiency • Academic achievement in the core academic subjects <p>As stated in detail in this document (see pages 9-12) Empower Charter School will provide two pathways of instruction:</p> <ul style="list-style-type: none"> • Pathway #1: Dual-language immersion program (Spanish/English) • Pathway #2: Spanish (Foreign Language) <p>Funds will be used to provide professional development training for staff in research-based strategies recognized to accelerate academic achievement for English learners to become proficient in academic English and to meet the Common Core State Standards ELA/ELD Frameworks.</p> <p>The following supplementary instruction will be provided for ELL: ELL students will receive an additional 20 minutes of daily frontloading using research-based strategies for ELL's, in small homogenous groups. In addition, ELL students will receive 30 minutes of ELD instruction, twice per week.</p> | <p>Executive Director</p> <p>Teachers</p> <p>EL Specialist</p> | <p>Salaries</p> <p>CELDT</p> | <p>\$10,000</p> | <p>LCFF</p> <p>Title I</p> |

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| <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"> 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 <p>a. To meet the needs of EL students all teachers will receive Professional Development on the Scaffolds for Success Training for ELL’s throughout the school year, to ensure high quality targeted instruction and effective pedagogical strategies for ELL’s. In addition, our teachers will visit and observe instruction in classrooms of high performing schools that have successfully closed the achievement gap with ELL’s.</p> <p>Components of the professional development program will include but not limited to:</p> | <p>Executive Director Teachers EL Specialist</p> | <p>Professional Development Materials</p> | <p>\$25,000</p> | <p>LCFF</p> |

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| <ul style="list-style-type: none"> • Design and implementing differentiated, standards-based instruction in all core academic areas, and how to integrate cultural and linguistic diversity within the school/community • Teachers participate in multi-cultural experiences • Strategies to identify potential linguistic and cognitive transference between the primary language and English in a vast repertoire of strategies for literacy instruction for reading comprehension • Ability to systematically identify and develop resources for differentiating instruction in the teaching of core content as well as reading, writing, listening and speaking • Understanding of the role of assessment in guiding and evaluating instructional and programmatic practices • Ability to design and implement formal and informal assessments using classroom/student data to differentiate instruction and evaluate the efficacy of instruction • Inquiry-based GLAD Strategies • Administering & analyzing Developmental Reading Assessments • Close Reading Strategies • Utilize Student Oral Language Observation Matrix (SOLOM) to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage • Purchase & implement web-based literacy support programs (i.e. Achieve 3000, Rosetta Stone, etc.) | | | | |

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|--|-------------------------------|----------------------|----------------|----------------|
| <p>b. Title III funds will support professional development activities to enhance teachers' abilities as related to curricula, assessment and instructional strategies for LEP students. A process will provide teachers initially with in-service presentations/workshops/institutes to develop a level of expertise and specialization in all teachers so they serve as "Mentors," to incoming/new teachers.</p> <p>The mentor will serve as leaders to follow up sessions for participating teachers to determine and monitor the degree of application/effectiveness per individual teacher in the planning, implementation and assessing the effective strategies for EL students in the classroom. Mentors will provide new/incoming teachers with training; share newly acquired skills and knowledge to develop site level capacity and program improvement.</p> <p>c. Our instructional program for EL students will be extended by providing teachers with research-based instructional programs and Common Core aligned supplementary and intervention materials. Teacher/staff participation hours and trainings will be monitored and knowledge reviewed on a monthly basis by the Executive Director</p> <p>d. To ensure the long-term effect, resulting in positive and lasting impact on teacher</p> | | | | |

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| <p>performance in the classroom, various instructional leadership activities and assessment tools will be implemented. The Executive Director and teachers will conduct classroom observations and participate in teacher reflective questioning during staff development.</p> | | | | |

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|----------------------|--|---|----------------------------------|----------------|----------------|
| Allowable Activities | <p>1. Upgrade to program objectives and effective instructional strategies, if applicable</p> <p>To upgrade program objectives and effective instructional strategies, Empower Charter School (ECS) will develop an annual report with specific assessment measures to collect program observations and student data to assist with program review and evaluate the efficacy of all programs.</p> <p>ECS will use Santanilla's ELD Program that includes:</p> <ul style="list-style-type: none"> • Large Picture Cards to prompt discussion/learning • Sentence frames based on language function being learned | <p>Executive Director</p> <p>Teachers</p> | <p>Salaries</p> <p>Materials</p> | <p>\$7,500</p> | <p>LCFF</p> |

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|-------|---|---|--|----------------|----------------|
| | <p>2. Any:</p> <p>a. tutorials and academic or vocational education for LEP students and/or</p> <p>b. intensified instruction</p> <p>In addressing the needs of the identified students, the Title III Intervention program will use consistent, systematic instruction to:</p> <ul style="list-style-type: none"> • Provide intensive and extensive opportunities to read • Acquire new knowledge and vocabulary through reading and writing • Read and comprehend leveled fiction and textual materials • Promote enjoyment of reading • Engage in meaningful reading and writing • Do expository, narrative, response to literature and persuasive writing • Give EL students multiple opportunities to apply learning in teacher-guided groups, small groups, and one-on-one instruction. • Focus on expository writing and response to literature. Writing instruction will include shared, modeled, paired and independent writing. Students will work to meet Common Core ELA/ELD Frameworks for writing applications and conventions. • Encourage independent reading for pleasure and academic advancement by giving EL students access to an extensive collection of material at appropriate reading levels. • Provide daily reading opportunities and in class discussions that culminate in individual reflective journal entries. • Design and Modify instruction using information from on-going formal and informal assessment of students' strengths and needs. | <p>Executive Director</p> <p>Teachers</p> | <p>Salaries</p> <p>Instructional Materials</p> | <p>\$5,000</p> | <p>LCFF</p> |

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|-------|--|---|----------------------|----------------|----------------|
| | <p>3. How programs for English Learners are coordinated with other relevant programs and services</p> <p>As a small charter school, ECS has the ability to create small group tutorials that support EL student's language acquisition. Services will be streamlined to take advantage of all school programs (after-school, job shadowing, academic supports) ensuring access to every EL student</p> | <p>Executive Director</p> <p>Teachers</p> | <p>Salaries</p> | <p>\$2,500</p> | <p>LCFF</p> |
| | <p>4. Any other activities designed to improve the English proficiency and academic achievement of LEP children</p> <p>ECS will establish "benchmarks," that will be used to identify interventions and supplemental programs targeted to EL students' individual needs in order to improve English proficiency and academic achievement. School funds will be used to develop the supplementary/intervention curriculum at all levels and assessments.</p> | <p>Executive Director</p> <p>Teachers</p> | <p>Salaries</p> | <p>\$2,500</p> | <p>LCFF</p> |

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|-------|---|---|----------------------|----------------|----------------|
| | <p>5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families –</p> <ul style="list-style-type: none"> a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children <p>To encourage parent participation in Parent/Community Involvement and Education programs, funds will be used to provide childcare services for parent conferences, and/or major parent involvement events.</p> <ul style="list-style-type: none"> • Parents play an integral role in our school’s success and in supporting their child academically. • All parents have a representative role in our school’s Parent Committee, and ELAC. • Executive Director will meet with every parent & student prior to the beginning of the school year. • Monthly parent meetings with the Executive Director to encourage involvement, discuss academic issues • Parents & students will have access to their child’s grades, course resources, project plans, assignments, a multi-dimensional grade book, online groups, assessments results and be able to communicate with any teacher/staff using PowerSchool Parent Portal, our web-based Student Information System. <p>In addition, funds may be used to sponsor Parent Involvement School Activities such as:</p> <ul style="list-style-type: none"> • How to effectively communicate with school staff • ELAC Meetings • Parent Advisory Council • How to support your child academically at home • Computer Literacy • Understanding Common Core ELA/ELD Frameworks | <p>Executive Director</p> <p>Teachers</p> <p>14</p> | <p>Salaries</p> | <p>\$5,000</p> | <p>LCFF</p> |

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|-------|---|---|---|-----------------|---|
| | <p>6. Efforts to improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs <p>All teachers will receive extensive training on the use/acquisition of educational technology. Every student at Empower Charter School will be provided with the following access to technology:</p> <ul style="list-style-type: none"> • Laptops and iPads are accessible to all students as instructional materials. • Digital Literacy skills will be taught to all students • Students will develop Digital Portfolios • Teachers will use iPads, Projectors, videos, blogs, and document cameras to enhance student learning & engagement. • Students have access to web-based programs and software, to improve reading, phonics, writing and vocabulary development. • School funds will be used to provide parents & students will have access to their child’s grades, course resources, project plans, assignments, a multi-dimensional grade book, assessments results and be able to communicate with any teacher/staff using PowerSchool web-based parent portal. | <p>Executive Director</p> <p>Teachers</p> | <p>Salaries</p> <p>Professional Development</p> <p>Technology</p> | <p>\$25,000</p> | <p>Title III: \$ 8,440</p> <p>Title V</p> <p>LCFF</p> |

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|-------|---|-------------------------------|----------------------|----------------|----------------|
| | <p>7. Other activities consistent with Title III or EIA/LEP funds</p> <p>N/A</p> | | | | |

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

| | Parents of Limited-English-Proficient students must be notified: 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 | <ol style="list-style-type: none"> 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"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement c. 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 d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation f. 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 g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child | Executive Director Teachers | Salaries | \$10,000 | LCFF |

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|---|-------------------------------|----------------------|----------------|----------------|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request 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 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 <p>All parents of EL students based on the Home Language Survey (HLS) will be notified, no later than 30 days after the beginning of each school year of the following:</p> <ul style="list-style-type: none"> • Language assessment results: CELDT English • CAASPP in LEA, NWEA Measures of Academic Progress, Developmental Reading Assessment, Internal Benchmark Assessments. • Student Academic Progress, & Grades • Academic Supports including but not limited to After-School Academic and Social Enrichment Program and small group instruction during the school day. <p>A letter is sent to parents of identified ELL students will take place to explain the reasons the student has been identified as an English Learner (LEP) and the need</p> | | | | |

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|--|--------------------------------------|-----------------------------|-----------------------|-----------------------|
| <p>for placement in one of the EL Instructional Program Options (for students not participating in the dual-language pathway) and support services. Translation services will be provided.</p> <p>EL Students' level of English Proficiency will be determined by the state approved CELDT administration: Initial Assessment for newly enrolled students to California schools who have a language other than English spoken in the home or via Annual CELDT administration during the testing window of July 1 – October 30th. CELDT assessment areas include:</p> <ul style="list-style-type: none"> • Listening/speaking, reading and writing and scores for each test section will include raw score, scale scores, CELDT level as well as an Overall CELDT level. The CELDT is an English Language Fluency test with basic reading and writing skills. • An overall CELDT level 4 or 5 during Initial CELDT Assessment may qualify a potential EL student as an IFEP (Initial Fluent English Proficient student) with mainstream program placement. <p>The Instructional Program Pathways at ECS, are designed to meet the educational strength and needs of the identified English learners based on program evaluation/effectiveness and student academic monitoring procedures that also meet compliance with the legal requirements of the Office of Civil Rights, California Department of Education, State Board of</p> | | | | |

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|--|-------------------------------|----------------------|----------------|----------------|
| <p>Education, research on language acquisition and academic English proficiency development, current best practices, past success/experience and staff expertise.</p> <p>Each progress report period, tri-semester final grades, in addition to annual assessment tests will be used to monitor English learner students' academic progress & mailed home to parents with translated materials.</p> <p>ECS will schedule an EL Parent Education Code meeting within the first month of the school to assist parents in understanding their child's CELDT results. Annual parent notification of test results and program options will be done within 30 days of the beginning of each academic school year.</p> <ul style="list-style-type: none"> • If a student is new to the school, he/she will be tested within 30 days of registration. • All ELL students and parents will be notified of any failures within 30 days of the time of program failure. | | | | |
| <p>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 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.</p> | | | | |

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|---|-------------------------------------|-------------------------|----------------|----------------|
| SSD Parent Notification Failure to Make Progress 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. | | | | |

Plans to Provide Services for Immigrants

| IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding, complete this table (per Sec. 3115(e)). Please describe: Empower Charter School is not eligible to participate in this program. | | 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. | | | | |
| | 2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth. | | | | |
| | 3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth. | | | | |
| | 4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds. | | | | |
| | 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. | | | | |
| | 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. | | | | |
| | 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. | | | | |