

Annual Improvement Plan: Self-Assessment Tool

Required for Title III Funding Application

Ensuring the available LEA evidence for any state or federal audit, including any for complaints to the Office of Civil Rights

(ESSA: Sec. 3114 (20 U. S. C. 6824); “Annual Improvement Plan is identified in ESSA as Local Plan – Section 116 (20 U.S.C. 6826).

LEA: _____ CONTACT NAME: _____

POSITION: _____ EMAIL: _____

SIGNATURE: _____ DATE SUBMITTED: _____

APPROVAL CRITERIA CHECK LIST WITH INITIALS: To be completed by Lea before Submission

1. _____ Applicant has met the eligibility criteria for this award: Allocation over federal minimum \$10,000.
2. _____ Self-Assessment with updated evidence is complete and contains all required elements (Signed and Dated).
3. _____ Budget has been reviewed and/or developed by the LEA’s Alternative Language Services (Title III) Department and contains necessary level of detail to support increased student ^[]_{SEP} outcomes.
4. _____ Planned costs are allowable and supplemental, based on each school’s number of students learning English, supporting increased English proficiency as indicated by % of students achieving their individual annual growth goal as well as academic growth at each grade level (Spending Handbook on USBE Title III).
5. _____ Proposed program scope with policies and procedures documented in the Self-Assessment Tool ensures the Civil Right Obligations for students learning English and their families, eliminating any program that limits each student’s access to grade level content.
6. _____ All documents are uploaded into the Utah Grants Management System by October 30 at 5:00.

If the LEA has been visited beginning fall 2021 and has not yet submitted a response, please select the most appropriate Title III Recommendations to integrate into the LEA’s strategic

plan. The brief template is on the last page of this self-assessment. This eliminates a separate report.

DIRECTIONS: Please list the Documents Submitted as evidence, pages to an LEA handbook (must be updated with ESSA, 2015), hyperlinks to LEA website; a narrative or explanation is also acceptable. PLEASE do not JUST input a “Yes” without evidence. This is to ensure that each LEA’s readiness for a federal or state audit.

<p>POLICIES AND PRACTICES: Federal Statute (ESSA, 2015); Utah State Statute (HB302 and HB320, 2022); Utah State Board Rule and Civil Rights Law</p>
<p>The LEA provides effective language instruction programs that meet the needs of English learners and demonstrate success for each English Learner by:</p> <ol style="list-style-type: none">1. Increasing English language proficiency by meeting interim and long-term growth goals by each school as articulated in the ESSA State Plan under <i>Language Assistance Programs</i>; and,2. Achieving at high levels in academic subjects so that all English learners meet the same challenging academic standards that all children are expected to meet (Section 3102(2)).
<p>A Method to evaluate effective language instruction and how resources are aligned to support student progress:</p> <p>“The number and percentage of ELs who are making progress toward achieving English Language proficiency as described in section 111((4)(A)(ii), in the aggregate and disaggregated, at a minimum, by English learners with a disability.”</p>
<p>PLEASE PROVIDE YOUR AVAILABLE WIDA DATA:</p>

“The number and percentage of ELs attaining English language proficiency by the end of each school year as determined by State’s English language proficiency assessment under section 1111(b)(2)(G).”

PLEASE PROVIDE YOUR AVAILABLE WIDA DATA:

“The number and percentage of English learners who have not attained proficiency within 5 years of initial classification and first enrollment in the LEA.”⁽¹¹¹¹⁾_(SEP)

PLEASE PROVIDE YOUR AVAILABLE WIDA DATA:

List the schools or campuses if a Charter that are in TSI (Targeted School Improvement) for the English Learner Student Group:

PLEASE PROVIDE YOUR LIST OF TSI/EL SCHOOLS:

Sustained Professional Learning Plan: HOW does the LEA Provide effective professional development designed:

1. To improve the instruction and assessment of English Learners and is effective in increasing English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers. (Sec. 3115 (c)(2)(C)

PLEASE PROVIDE EVIDENCE:

2. To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners (Sec. 3102 (5)).

PLEASE PROVIDE EVIDENCE OF FAMILY ENGAGEMENT:

STAFFING: How are the LEA's language instruction educational programs staffed with appropriately licensed/certified/endorsed teachers (Utah Rule R277-520; R277-716-5)?

PLEASE SUBMIT EVIDENCE: The number of staff and the number and percent of ESL Endorsed teachers.

If not all of the teachers are endorsed, then **how** will the LEA ensure that all students learning English are being taught by a qualified teacher (Competency-based ESL Endorsement approved by USBE or University partnership).

How does the LEA follow the entrance procedures as outlined in the ESSA state plan so that students are not wrongly identified? (i.e. USBE standardized Home Language Survey, Parent Notifications in multiple languages, eligibility criteria for language support services).

PLEASE PROVIDE EVIDENCE:

How does the LEA follow the exit procedures as outlined in the ESSA state plan so that students are not pre-maturely exited from language services? (i.e. school team, student, parent conference to set up 4-year monitoring).

PLEASE PROVIDE EVIDENCE:

What is the process to ensure special education services to English learners with identified and qualifying disabilities through the school's Individualized Education Program (IEP) Team and as articulated by the Special Education Department at USBE?

PLEASE PROVIDE EVIDENCE:

ADDITIONAL CIVIL RIGHTS DATA: What is the number and percentage of exited ELs who have successfully taken college preparatory courses like AP, IB, and current. (January 2016; Joint Civil Rights Guidance on Ensuring the Rights of English Learners and USBE Strategic Plan for Early College Access).

PLEASE PROVIDE EVIDENCE (SCHOOL REPORT CARD AND SOAR COUNSELOR'S REPORT OF USBE DATA GATEWAY):

ADDITIONAL STATE DATA The number of students learning English who are awarded the Bi-Literacy Seal as supported by the Utah State Board of Education Rule, R277-499 (October 2016).

PLEASE PROVIDE EVIDENCE:

DOCUMENTATION: How does the LEA ensure school-based monitoring for each EL through the EL Documentation Folder or online with digital records includes THE FOLLOWING:

1. Copy of the Parent Notification Letter with the initial WIDA Screener data for entrance into services;
2. All assessment data which includes the Individual Student Report for longitudinal data and yearly goals for growth in ^[L]_[SEP]ELP as well as end of level academic reports in English, Mathematics, and Science;
3. Copy of standard parent refusal of services (if applicable);
4. Copy of parent notification of exit from services with an amended individualized instruction plan;
5. Monitoring data including grade reports, annual proficiency scores on academic content assessments as well as interim progress reports or parent notifications that are updated annually for four years; with ^[L]_[SEP]written recommendations for continuous support for academic achievement.

PLEASE PROVIDE EVIDENCE:

FINANCIAL RESPONSIBILITIES

How does the LEA ensure that internal controls (policies, processes, and procedures) are implemented to effectively use resources at the **school level** to support the purpose of the grant, increased outcomes for English Learners? Allowable expenditures in ESSA (Sec. 3114(a)(1-9).

PLEASE EXPLAIN:

How does the LEA ensure that funds shall be used as to SUPPLEMENT the level of Federal, State and local public funds and in no case SUPPLANT such LEA funds? (page 160 under (g) SUPPLEMENT, NOT SUPPLANT of ESSA)

PLEASE EXPLAIN:

How does the LEA ensure that “no student is denied the opportunity to participate in a class or school-sponsored activity because of the inability to pay a fee”?

ESEA Section 8304.1 Assurances, Issued May 2017. OMB Number: 1810- 0567.

Civil No. 920903376, Filed October 28, 1994 in Third Judicial District Court (Permanent Injunction) Section II.B.

R277-407. Education, Administration. School Fees. Waivers
<https://rules.utah.gov/publicat/code/r277/r277-407.htm#T6>

PLEASE EXPLAIN OR LINK TO POLICIES:

Does the LEA, under section 3114(a) for a fiscal year, use not more than 2% in direct administrative expenses?

WHAT % IS ALLOCATED:

CIVIL RIGHTS REQUIRMENTS FOR ALL STUDENTS LEARNING ENGLISH

The U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ) have issued joint guidance (June 2015) to remind state education agencies (SEAs), public school districts, and public schools of their legal obligation to ensure that EL students can participate meaningfully and equally in educational programs.

These Civil Rights are an important factor in funding since state funds must be used to ensure **EQUITABLE ACCESS** to every educational opportunity that is provided for native English speakers to eliminate discriminatory policies and practices in each school.

PLEASE READ CAREFULLY AND USING EVIDENCE WRITE A BRIEF NARRATIVE EXPLAINING YOUR EFFORTS TO ENSURE CIVIL RIGHTS OF STUDENTS LEARNING ENGLISH AND THEIR FAMILIES

Ensuring Meaningful Communication with Limited English Proficient Parents

LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.

For more information about the civil rights of LEP parents and guardians and districts' specific obligations to parents of EL students:

<http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>.

PLEASE EXPLAIN YOUR TRANSLATION AND INTERPRETATIONS SERVICES THAT YOU USE TO ENGAGE YOUR MULTILINGUAL FAMILIES:

Meeting the Needs of Students Who Opt Out of EL Programs or Particular Services ^{ELL}_{SEP}

LEAs **may not** recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.

A school district **must** still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

PLEASE EXPLAIN YOUR EFFORTS:

Does the LEA Avoid Unnecessary Segregation of EL Students?^[1-7]_{SEP}

LEAs **may not segregate** students based on national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a **limited portion** of the day or period, school districts and states are **expected to carry out their chosen program in the least segregative manner** consistent with **achieving** the program’s stated educational goals and Utah’s ESSA: “How are student learning English have access to grade level content in TIER ONE instruction, instead of pullout.”

PLEASE EXPLAIN YOUR EFFORTS FOR ACCESS TO TIER ONE INSTRUCTION:

Does the LEA Provide Meaningful Access to All Curricular and Extracurricular Programs?^[1-7]_{SEP}

EL students **must** have access to their grade-level curricula so that they can meet promotion and graduation requirements.

EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted^[1-7]_{SEP} and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

PLEASE EXPLAIN YOUR EFFORTS:

Evaluating EL Students for Special Education and Providing Dual Services

EL students who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified and evaluated for special

education and disability-related services in a timely manner.

To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student's needs and languages skills.

PLEASE EXPLAIN YOUR EFFORTS:

To ensure that an individualized plan for providing special education or disability- related services addresses the language- related needs of an EL student with a disability, **it is important that the team designing the plan include participants knowledgeable about that student's language needs.**

PLEASE EXPLAIN THE COMPOSITION OF YOUR IEP TEAMS:

ONLY FOR LEAs THAT HAVE PRIVATE SCHOOLS IN THEIR BOUNDARIES

Equitable Services for Eligible Private School Students, Teachers, and other Educational Personnel: ESEA and Amended by ESSA (Under CRA, final regulations published November 29, 2016 (81 FR86076)

Does the LEA have documentation of providing equitable services? An LEA **may want to** document that it has:

1. Informed annually the private school officials of the [L] [SEP] various Title III education programs available to their [L] [SEP] students and teachers;
2. Engaged in timely consultation, allowing for [L] [SEP] meaningful discussion between the LEA and the [L] [SEP] private school officials regarding services and benefits;
3. Identified private school students' and teachers' needs;
4. Allocated a per-pupil amount of funds for services to [L] [SEP] private school students and teachers that is equal to the per- pupil amount for services to public school students and teachers; [L] [SEP] Provided services, programs, materials, and resources;

5. Evaluated programs and services for effectiveness; and,
6. Addressed adequately problems and formal ^[]_{SEP} complaints raised by private school officials.

PLEASE EXPLAIN WHAT YOU ARE CURRENTLY DOING AND ANY NEXT STEPS:

ONLY FOR LEAS WITH IMMIGRANT FUNDING: Determined by Significant increase formula for LEAS allocated over \$10,000

Provide enhanced instructional opportunities for immigrant children and youth (Sec. 3114(d)(1)).

How does the district offer instructional services designed to assist immigrant children and youth to achieve in elementary and secondary schools by:

1. Providing family literacy, parent outreach, and parent training designed to assist parents to become active participants in the education of their children and activities coordinated with community- based organizations;
2. Providing support personnel specifically trained to deliver services to immigrant children;
3. Identifying and acquiring curricular materials, etc., to be used in the program;
4. Providing programs which help immigrant children to succeed in school, such as introductions to the educational System and civics education (§3114[d])?

PLEASE EXPLAIN:

2022 STATE LEGISLATION (HB230 and HB 302)

NOW REQUIRED BY STATE LAW

STATE STATUTE H.B.230: REFUGEE AND IMMIGRANT STUDENT POLICIES

Chief Sponsors: Passed unanimously in the 2022 Legislature
Representative Dan N. Johnson and Senator Daniel W. Thatcher

PURPOSE: This bill requires the State Board of Education to create a repository for immigrant students' and foreign exchange students' transcripts; amends requirements for when an individual enrolling a student in a school is unable to produce the student's birth certificate; and a student's birth certificate does not accurately reflect the student's age; amends requirements related to conditional enrollment when a school has not received a student's complete immunization record.

ENROLLMENT

Upon enrollment of a student for the first time in a particular school, that school shall notify the enroller in writing [the person enrolling the student] that within 30 days the enroller shall provide to the school either:

- (a) a certified copy of the student's birth certificate[,]; or
- (b) other reliable proof of the student's [identity and age, together with]:

The supporting documentation may include:

- (i) a religious, hospital, or physician certificate showing the student's date of birth;
- (ii) an entry in a family religious text;
- (iii) an adoption record;
- (iv) previously verified school records;
- (v) previously verified immunization records;
- (vi) documentation from a social service provider; or
- (vii) other legal documentation, including from a consulate, that reflects the student's biological age.

If the supporting documentation is not available, the school shall assign a review team to work with the enroller to determine the student's biological age for an LEA to use for a student's enrollment and appropriate placement in a public school.

The review team may include:

- (A) an appropriate district administrator;
 - (B) the student's teacher or teachers;
 - (C) the school principal;
 - (D) a school counselor;
 - (E) a school social worker;
 - (F) a school psychologist;
 - (G) a culturally competent and trauma-informed community representative;
 - (H) a school nurse or other school health specialist;
 - (I) an interpreter, if necessary; or
 - (J) a relevant educational equity administrator; and
- (ii) shall include at least three members, at least one of which has completed the instruction described in Subsection 53G-9-207(3)(a), no more than two years prior to the member's appointment to the review team.

PLEASE EXPLAIN IF YOU HAVE A POLICY OR IF NOT WHEN YOU WILL HAVE IT IN PLACE:

STATE STATUTE H.B. 302: EDUCATIONAL LANGUAGE SERVICES AMENDMENTS

Chief Sponsors: Passed unanimously in the 2022 Legislature
 Representative Dan N. Johnson and Senator Daniel W. Thatcher

PURPOSE:

139 Section 3. Section 53G-7-221 is enacted to read: 140 53G-7-221. Policy supporting students learning English, parents, and families. 141 (1) An LEA shall adopt a policy addressing the LEA's communication and assistance to H.B. 302 Enrolled Copy - 6 - 142 students learning English, their parents, and their families. 143

The policy shall provide:

(a) guidance on the appropriate use of an interpreter and recommended interpreter qualifications, including certification or education-specific experience, for the following:

- (i) classroom activities;
- (ii) impromptu and scheduled office visits or phone calls;

- (iii) enrollment or registration processes; 149
 - (iv) the IEP process;
 - (v) student educational and occupational planning processes;
 - (vi) fee waiver processes;
 - (vii) parent engagement activities;
 - (viii) student disciplinary meetings;
 - (ix) school community councils;
 - (x) school board meetings;
 - (xi) other school or LEA activities; and
 - (xii) other interactions between the parents of a student learning English and educational staff;
- (b) guidance on the appropriate use of a translator or interpreter for the translation or interpretation of:
- (i) registration or enrollment materials, including home language surveys and English learning program entrance and exit notifications;
 - (ii) assignments and accompanying materials;
 - (iii) report cards or other progress reports;
 - (iv) student discipline policies and procedures;
 - (v) grievance procedures and notices of rights and nondiscrimination;
 - (vi) parent or family handbooks; and
 - (vii) requests for parent permission; and
- (c) any other guidance, including guidance on when oral interpretation is preferable to written translation, to improve instruction and assistance by teachers, counselors, and administrators to a student learning English and the student's parents and family.

PLEASE EXPLAIN IF YOU HAVE A POLICY OR IF NOT WHEN YOU WILL HAVE IT IN PLACE:

LEA RESPONSE TO MOST RECENT TITLE III MONITORING VISIT

Date of the Title III Monitoring Visit beginning in the fall of 2021: _____

Which two USBE recommendations are the most appropriate to integrate into the LEA's strategic plan?

USBE SYSTEMS RECOMMENDATION:

USBE INSTRUCTION RECOMMENDATION: