

## Title III LEA Plan Performance Goal 2

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 337367 LEA Name: Coachella Valley Unified School District Title III Improvement Status: Year 3

Fiscal Year: 2016-17 EL Amount Eligibility: \$803,996 Immigrant Amount Eligibility: \$21,034

### Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

**How the LEA will:**

**Implement programs and activities in accordance with Title III**

Rooted in the eight components of successful school programs in *Meeting the Unique Needs of Long Term English Learners: A Guide for Educators* (Olsen, 2014) and *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners* (Olsen 2010), the EL Services Department has determined the programs and activities that will supplement the general education base program:

EL Director, EL TOSAs, teachers, CVTA, principals and district administrators will collaborate to write research-based performance assessment tools to measure degree of implementation of biliteracy, and designated and integrated English language development instructional practices linked to K-12 Units of Study. This includes an exploration of wireless aggregation and reporting of data. Explore and recommend a quarterly/trimester benchmark assessment for ELD K-12 as per state recommendations.

Development of Structured English Immersion (SEI) instructional program to clearly identify and address ELs who score overall Intermediate or below on CELDT. To ensure daily designated ELD is reinforced by integrated use of the same language skills development across the core content areas, grade level SEI teachers will collaborate and organize instructional activities and projects that will address the needs of their EL students within the school year. English Learner Teachers on Special Assignment (TOSAs) will provide supplemental ongoing systemic professional development focused on specific proficiency performance standards that will be included in teacher lesson plans and complement UoS.

A. Required Content

Purchase supplemental materials for English learners in all content areas to address their linguistic needs and support state content standards through ELA/ELD frameworks. Materials to meet new proficiency spans and grade-level UoS for ELA and Math with embedded and ongoing professional development for ELD and SEI instructional programs August-June and prior to Summer School 2017 & 2018: Summer School for English Learners, up to 22 days. Supplemental services are for targeted EL students groups who are at-risk and long term English learners in grades 6-8th. Supplemental Curriculum & Instruction for Developmental Biliteracy and Designated & Integrated ELD.

Use the subgrant funds to meet all accountability measures

- Students will receive ELD services during 45 minutes/one period of daily, designated ELD instruction. Integrated ELD professional development will be a focus for single subject content area teachers in grades 7-12
- EL TOSAs will provide professional development in the area of designated and integrated ELD for all teachers of ELs. Integrated and Designated ELD Training strategies train teachers to address needs of students with Beginning to Intermediate levels in CELDT domains, model metacognitive use of high-level academic vocabulary, literacy and instructional strategies. District TOSAs will support, coach, guide and model strategies in class and when providing professional development.
- Administrators, teachers, and English Learner TOSAs will attend trimester coaching meeting to support site and district goals toward lessening the academic gap for ELs.
- ELSAs will work directly with EL students, records, parents and staff to assist in monitoring student academic and linguistic goals, including documentation throughout the identification for services, program enrollment, and progress toward reclassification.
- Site EL Mentors will additionally support 5-12<sup>th</sup> grade LTEL students who did not meet reclassification criteria in June 2016 by creating or continuing Individual Language Plans (ILPs) to increase teacher, parent/guardian and student collaboration on personal goals and focus ELD standards to meet reclassification criteria in 2016-17 school year.
- EL Testing TOSA will analyze EL student academic mastery to develop ongoing student linguistic and academic progress.

**Hold the school sites accountable**

**For AMAO 1**

CVUSD will hold staff accountable by setting target goals to support one year's proficiency level growth for ELs. This is based upon reviewing most recent English proficiency results and targeting skills identified to help students meet listening, speaking, reading and writing skills necessary to demonstrate the next level of proficiency. EL TOSAs will raise awareness of district, site and classroom student composition to strategically meet the linguistic needs of students in all proficiency levels. EL TOSAs will coach sites on the process of analysis by grade level for each site to contextualize most recent data points for planning strategic academic language interventions tailored to specific site needs. Paraprofessionals will be added at the middle and high schools to assist newcomers in grades 7-12 to provide translations and guidance to foster student engagement in content learning.

**For AMAO 2**

To support students reaching proficiency within 5 years or less of their entry into CVUSD, daily designated ELD, integrated language development through SDAIE strategies, and interventions based on academic need will be implemented in grades 3-12. EL TOSAs and EL Services Department staff will include all teachers in professional development opportunities to secure quality first best instruction and structured support using existing successful practices.

Students enrolled at CVUSD with five years or more as EL will be the focus of our 21 EL Mentors (one per site; 25 max) who will collaborate with EL Services Department and site ELSA in order to generate, review, monitor and adjust Individual Language Plan (ILPs) for 5<sup>th</sup>-12<sup>th</sup> grade LTELs to meet Reclassification goals in a timely manner. EL Mentors will be released one day per month to directly assist site teachers with meeting ILP goals through instructional planning, coaching, and support. LTELs students meeting the criteria for AVID Excel will be matriculated to receive strategic intervention using the proven research based practices incorporated in program design. English Learner Services Assistants (ELSAs) will monitor LTEL students on an ILP during specific content courses throughout the instructional day.

**Promote parental and community participation in programs for ELs**

CVUSD personnel will host information meetings for parents of EL students by district regions: Mecca, Oasis, and Coachella. The purpose is to describe the different EL program choices to parents. In addition, CVUSD will build relationships with parents and community to establish a positive collaborative working environment between home, school and community. Key community leads to be established to contact when meetings will occur to disseminate information in strategic district regional areas. Parents will be invited to regularly scheduled meetings such as: English Learner Advisory Committee (ELAC), District Learner Advisory Committee (DELAC), School Site Council (SSC), Parent Leaders Always Taking Action (PLATA), board meetings, parent conferences, parent information sessions, etc.

Also, CVUSD has established 11 district Parent Resource Centers at sites and steps are being taken to establish up to 20 Parent Resource Centers at additional nine sites. In addition, CVUSD will continue to provide sustained professional development for staff working with ELs and a cohort of EL parents to follow the model laid out by trainer of trainers participants who are part of Parent Leaders Always Taking Action (PLATA) to continue promoting parental engagement which will enhance EL student and parent academic engagement and participation to culminate in a EL Parent and Family educational fairs. CVUSD parents committed to focusing on their children's linguistic gains and building relationships within the district to expand student resources.

How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
Provide high quality language instruction The EL Services Department will guide the next phase of immigrant, migrant, and EL instructional programs by attending conferences and trainings to research curriculum, materials, and strategies to support language acquisition	Director, Coordinator, TOSAs	Registration, travel, lodging	\$52,000	TII
Five Teachers on Special Assignments (TOSAs) to serve 21 sites with implementing, training, monitoring, and evaluating programs and services for immigrant, migrant, and EL students. Will provide supplemental professional development, parental support, and direct student services	5 EL TOSAs	Salary & Benefits	\$563,201	TIII
5-12 <sup>th</sup> grade site-based EL Mentors (up to 25) to support LTEL students to meet criteria for reclassification, language goals, and relationship building within the school year through full day release to work with EL, Migrant and LTEL students and	21 teachers	Stipend	\$61,827	TIII
Promote site teacher participation in the Language Appraisal Team (LATs) by providing substitutes for teachers to review student criteria progress toward reclassification.	Site Admin, Coordinator, TOSAs	Substitute daily rate	\$100,000	LCFF Base
Refine biliteracy program at 7 sites through adaptations of the Units of Study, exemplar program field trips, and assessing student progress toward academic Spanish proficiency	Coordinator, TOSAs, teachers, substitutes	Extra Services	\$153,968	TIII
AVID Excel will be implemented at the 4 middle schools to accelerate students' academic language, leadership skills, and overall sense of commitment to school while building a sense of community and develop awareness of post secondary	Director, TOSAs, Teachers	Implemental tin & registration	\$243,000	LCFF Supplemental/ Concentration
Implement a summer school bridge program using AVID Excel for struggling incoming 7 <sup>th</sup> grade EL students to strengthen academic oral and written communication skills for core	Teachers	Implementation	\$25,000	TIII

<p>Implement an EL Academy at six sites for 20 hours of language development beyond the school day/week to strengthen skills and language in preparation for the annual CELDT assessment of approximately 120 students. Includes materials, training, and</p>	<p>TOSAs, Teachers</p>	<p>Extra Services</p>	<p>\$40,000</p>	<p>LCFF S/C</p>
<p><b>Provide high quality professional development</b> Training about ELD standards to support content mastery through analyzing and disaggregating data, evaluating student work, and determining strategy effectiveness related to Units of Study for ELA</p>	<p>Coordinator, TOSAs</p>	<p>Extra Services Substitutes</p>	<p>\$215,000</p>	<p>One-Time Funds.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>C. Required for Year 2</b></p>	<p><b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b>  <b>Please describe the factors contributing to failure to meet desired accountability measures.</b></p> <p><b>Factors contributing to failure to meet desired accountability measures as analyzed using ELSSA data points:</b></p> <ol style="list-style-type: none"> <li>1. Of the 9,578 initial and annual assessed students in 2015-16, 2,128 (22%) demonstrated Early Advanced or Advanced English proficiency</li> <li>2. Of the 7,877 students tested in 2015-16, 3,330 (42.3%) made positive movement in their CELDT scores; 800 (10.1%) made negative movement in their CELDT scores; and 3,747 (47.6%) made no movement in their CELDT scores from the 2014-15 testing cycle.</li> <li>3. The contributing factors for why Beginning and Early Intermediate students made negative or no movement due to Reading and Writing scores.</li> <li>4. The majority of tested students fell in the Intermediate level (3,522 students/36.8%). Listening and Reading scores contributed the most to negative movement, while Speaking and Writing scores contributed most to no movement from 2104-15 to 2015-16 school year.</li> <li>5. For Early Advanced and Advanced students, negative or no movement was most associated with Listening and Speaking scores.</li> </ol> <p>Central to our educational transformation and strategic planning are the Teachers on Special Assignment to drive and systematize supplemental educational services for English learners throughout CVUSD. Data indicates particular areas of focus such as Reading and Writing need to be central to professional development and systems of ongoing monitoring of language acquisition at strategic times through formative and summative measures. The data will be analyzed and used during professional learning communities to drive academic decisions.</p>				
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>D. Required for Year 4</b></p>	<p><b>Goal 2 IPA* for items A-B:</b>  <b>Please describe the factors contributing to failure to meet desired accountability measures.</b></p>			
<p><b>Please describe all required modifications to curriculum, program, and method of instruction.</b></p>					

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Pers ons Invol	Related Expenditur es	Estimated Cost	Funding Source
E. Allowable Activities	<b>Describe all allowable activities chosen by LEA relating to:</b>				
	See above				
<b>F. EL Overall Budget</b>		EL 2% for Administrative/Indirect Costs:		\$15,765.00	
		EL Estimated Costs Total:		\$803,996.00	

**Plan to Provide Services for Immigrant Students**

Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.		Perso ns Involv	Related Expenditure s	Estimate d Cost	Funding Source
G. Allowable Activities	<b>Describe all allowable activities chosen by LEA relating to:</b>				
	Enhanced instructional opportunities to immigrant students and their families  Paraprofessional instructional aides will be assigned to immigrant/newcomers classrooms in secondary schools to support core content engagement while acquiring English.	Paraprofessionals	\$45@ 467 hrs.	\$21,034	TIIL Immigrant
<b>H. Immigrant Overall Budget</b>		Immigrant Administrative/Indirect Costs:		\$395.00	
		Immigrant Estimated Costs Total:		\$21,034	