

**Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**

Planned Improvement in Programs for LEP Students and Immigrants (Title III)  
(Summarize information from district-operated programs and approved school-level plans)

Description of how the LEA is meeting or plans to meet this requirement	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>1. Per Sec. 3116(b) of NCLB, this Plan must include the following:</b></p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the sub grant; Director of EL Services Department will guide the next phase of Immigrant, Migrant and English learner (EL) student instructional programs:</p> <ol style="list-style-type: none"> <li>1. 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 Developmental Biliteracy (DB) and Designated &amp; Integrated English Language Development (D/I ELD) instructional practices linked to Units of Study K-12. This includes an exploration of wireless aggregation and reporting of data.</li> <li>2. Schedule, train and coach principals and district administrators in using the DB and D/I ELD performance assessment tools in classroom walkthroughs and follow-up Coaching Alongside</li> <li>3. Collaborate with principals to create and implement a coaching schedule to keep, report, and log data on coaching for all teachers of DB and D/I ELD</li> <li>4. Collaborate with principals to share trends monthly with staff to obtain feedback on progress &amp; support, and to clarify &amp; refine the DB and D/I ELD performance assessment walkthrough tools.</li> <li>5. Provide time at monthly principal meetings to debrief</li> <li>6. Collaborate with site principals to share DB and D/I ELD performance assessment walkthrough data quarterly with site ELAC and SSC for feedback and support.</li> <li>7. Explore and recommend by April 2016, a quarterly benchmark assessment</li> </ol> <p>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. The specific proficiency performance standards will be included in teacher lesson plans.</p> <p>Purchase 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 Units of Study for ELA and Math with embedded and ongoing professional development for ELD and Structured English Immersion (SEI) instructional programs August -June and prior to Summer School 2016.</p>	<p>EL Coordinator</p> <p>EL Director</p> <p>EL TOSAs</p> <p>State &amp; Federal Projects</p> <p>Testing Technician</p> <p>Migrant Ed. Coordinator</p> <p>Migrant Ed. Coordinator</p> <p>Migrant Outreach teacher</p>	<p>EL Director Conferences &amp; trainings: \$5,000</p> <p>EL Coordinator conferences &amp; trainings: \$5,000</p> <p>EL TOSAs salaries &amp; benefits \$550,000</p> <p>EL TOSAs Conferences &amp; trainings: \$30,000</p> <p>ELSAs salaries &amp; benefits: \$400,000</p> <p>Migrant Ed. Coordinator salary: \$13,866</p> <p>Migrant Ed. Coordinator conferences &amp; trainings: \$5,000</p> <p>Migrant Outreach teacher conferences &amp; training: \$5,000</p>	<p>\$5,000</p> <p>\$5,000</p> <p>\$550,000</p> <p>\$30,000</p> <p>\$400,000</p> <p>\$13,866</p> <p>\$5,000</p> <p>\$5,000</p>	<p>Title III</p>

**AmeriCorps Lectura (K-8 reading support)**

1. Contribute grant portion to AmeriCorps Program Assistant and one clerk to recruit, maintain records, submit data and follow program goals.
2. Contribute grant portion to 52 full time members at 14 elementary schools and 4 middle schools to provide literacy support for K-8 students

**EL Summer School**

1. 2016 Summer School for English Learners, up to 22 days. Target group are at risk and long Term English Learners.

**L. Supplemental Curriculum & Instruction for Developmental Biliteracy and Designated & Integrated ELD**

1. Research and purchase Spanish TK-6 Units of Study LA and Math supplemental curriculum & professional development for DB sites and secondary history in Spanish.

**b. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;**

To help ensure that the AMAO II goals are met, the following will be implemented:

- Students will receive supplemental services during 45 minutes of daily, designated ELD instruction, ELSA will work with small groups to reinforce lesson teacher delivers
- Administrators, teachers, and English Learner TOSAs (Teachers on Special Assignment) will attend Coaching Alongside to support site and district goals toward t lessening the academic gap for ELs.
- ELSA (English Learner Support Assistant) will spend 2 hours a day working on with students, records, parents and staff and will assist in monitoring student academic and linguistic goals and achievement as the EL Mentor
- 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 Basic 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.

**c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:**

- meeting the annual measurable achievement objectives described in Section 3122;
- making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
- annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));

**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 create a five-year analysis by grade level for each site to contextualize most recent data points for planning strategic academic language interventions tailored to specific site needs.

EL Summer School salaries & benefits: \$49,500

\$49,500

Title III

EL Summer School transportation: \$22,000

\$22,000

**For AMAO 2**

English Learner Services (includes EL Services, Migrant Education, AmeriCorps Lectura Program, Dual Language, and Seal of Biliteracy Program) to measure DB, Migrant and D/I ELD student progress to guide instruction and provide extra student support to be deployed in 2016-2017

B. One EL Services Department EL Coordinator to assist EL Services Department Director with implementing, training, monitoring, assessing, and evaluating programs, projects, metrics and services district wide for immigrant, migrant, and EL students.

C. Six English Learner Teachers on Special Assignment (EL TOSAs) to serve 21 sites with implementing, training, monitoring, assessing, and evaluating programs and services for immigrant, migrant, and EL students.

D. Explore the possibility of an English Learner Teacher on Assignment (EL TOAs): one EL TOA assigned at each middle and high school to support, coach, guide and model instructional strategies to support EL, long term English Learners (LTEL), and Reclassified fluent English Proficient (RFEP) student progress and performance.

E. English Learner Services Assistants (ELSAs): Continue to fund ELSA for two extra hours a day to work directly with Beginning through Early Intermediate EL students during or after the instructional day. ELSAs will review, generate, monitor and adjust Individual Language Plan (ILPs) for LTEs to meet Reclassification goals in a timely manner.

F. Explore hiring 1 English Learner Paraprofessional (ELP) per site (21 total) to assist ELs and LTELs throughout and after the instructional day. (40,000 x 21 staff = \$840,000)

G. EL Department Grant Writer: Hire a grant writing agency on retainer to work with existing grants (AmeriCorps, Migrant Ed, Conference participation, Tech plan, ASES Annual updates, Title III Plan, LEAP, etc.) and seek new grants related to EL Services Department goals and objectives. Focus on building community partners and network of support for grant applications.

**ASES Strategic Intervention for ELs and Migrant**

ASES After School Writing Workshop: At-risk EL students in K-8 as determined by CELDT and program pre-assessments will receive strategic writing instruction 5 hours a week during after school tutoring. Tutoring will be offered four times a year for five weeks by grade levels/spans. Write From The Beginning curriculum will be used to strengthen and expand EL students' written and oral communication skills. Immigrant, Migrant, Newcomers and EL will participate in a two-week intensive intervention boot camp in collaboration with ASES to front load vocabulary and further their language development. Participants will receive one hour of strategic ELD in language arts and math in preparation for Units of Study.

Explore hiring one Strategic Intervention Teacher on Special Assignment to coordinate the collaboration between EL Services, Migrant Ed., AmeriCorps, and ASES to comply with program regulations, collect data for refunding, analyze data, and share results with staff for program monitoring to drive student instruction.

AMAO 3, EL students are instructed and supported through content Units of Study to learn the same grade-level content knowledge and skills as their English-only peers in order to prepare for annual state standards-based assessments of ELA, math, science and history content standards (CAASPP). TOSAs will provide professional development to focus on scaffolding strategies to make content accessible for limited English proficient students, i+1.

K-8 Strategic Intervention materials & supplies: \$30,000

\$30,000

EL Intensive Boot Camp extra services: \$37,800

\$37,800

Saturday Language Academy extra service: \$12,800

Saturday Language Academy professional development: \$4,000

\$12,800

Saturday Language Academy materials & supplies: \$20,000

\$4,000

\$20,000

Title III

<p><b>d. Describe how the LEA will promote parental and community participation in LEP programs.</b></p> <p>CVUSD 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 to establish a positive collaborative working environment between home and school. 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), Family Involvement Action Team (FIAT), Parent Leaders Always Taking Action (PLATA), board meetings, parent conferences, parent information sessions, etc. Also, CVUSD has established one district Parent Resource Centers at a site and steps are being taken to establish a Parent Resource Center at an additional nine sites.</p>				
<p>In addition, CVUSD is working with Consuelo Castillo Kickbusch who will provide sustained professional development for staff working with ELs and a cohort of EL parents to follow the model laid out by the Family Leadership Institute parent trainer of trainers:</p> <ol style="list-style-type: none"> <li>1. Home: Where Leadership Begins</li> <li>2. Past, Present, and Future</li> <li>3. Living in Two Worlds: Cultural/Generational Perspective</li> <li>4. Storytelling &amp; Journaling: Valuing Literacy Through Family History</li> <li>5. Education: The Key to a Better Future</li> <li>6. College Field Trip: What Does Success Look Like</li> <li>7. Improving Family/School Relationships</li> <li>8. Facing Challenges at Home: Coping Strategies for Success</li> <li>9. Creating a Family Action Plan: Roadmaps to Success</li> <li>10. Celebrating Family Academic Excellence: Success as a Way of Life</li> </ol> <p>Trainer of trainers participants 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 fair in the Fall of 2015.</p>	NA	NA	NA	NA
<p><b><u>2. Describe how the LEA 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:</u></b></p> <ul style="list-style-type: none"> <li>• <u>English proficiency; and</u></li> <li>• <u>Academic achievement in the core academic subjects</u></li> </ul> <p>The goal is to empower site and district leadership by creating district independence for high quality outcomes for summative and formative assessments. Coaching through the implementation process (Hall and Hord's Levels of Use) is key to success. The EL Support Services Department will train district staff on how to use the Zone of Proximal Development (ZPD) of Vygotsky to create an instructional environment for growth (Krashen). Coaching model will focus on: 1) building expertise, 2) classroom practice of expert instruction for teaching and learning, 3) best first instruction across curriculum to maximize the academic-engaged learning time for students.</p> <p>For mastery of content verification, CVUSD uses: culminating task in TK-12 grade-level content areas' Units of Study with a minimum score of 70% or better, particularly ELA and math. Grades TK-6, composite DIBELS scores for ELA at 70% or better during benchmark assessment to evaluate and monitor mastery of reading fluency.</p> <p>Students in grades 6, 7, 8, and 9 will use English 3D during ELD period. Dr. Kate Kinsella and Nancy Hancock will facilitate professional development for teachers and follow-up with in class coaching for teachers using the curriculum <i>English 3D</i>.</p>	EL Director  EL Coordinator  TOSAs  Site Administrators  EL Teacher  EL Mentors	Cost captured elsewhere	Captured Elsewhere	One-Time Funds

Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</b></p> <p>a. <u>designed to improve the instruction and assessment of LEP children;</u> EL Support Services Department continuous training to define and clarify ELD vs. SDAIE instructional goals and strategies; training for all district support staff and site leadership in instructional sequencing support for addressing designated and integrated ELD; site-based training regarding instructional strategies to scaffold and differentiate instruction to meet the range of language skills along the continuum. Training provided to foster knowledge and awareness of EL student's particular cultural and academic needs. To build capacity teacher leads working with ELs will participate in the Summer 2015 training about Integrated &amp; designated ELD . Trained admin will model and monitor implementation of key strategies for contextualization of academic content. Supplemental English Language Development materials to meet new English Language Development proficiency spans with embedded professional development to be purchased as needed.</p> <p>b. <u>designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</u> EL TOSAs provide supplemental training to teachers of EL students and resources to support designated and integrated ELD tailored to site-specific goals for instruction, assessment and monitoring EL progress toward English proficiency. ELSA as EL Mentor in collaboration with EL TOSAs identify 4-5 key CA ELD proficiency standards for AR-LTEL and LTEL for grade-level content teachers to include in lesson planning for school year;</p> <p>c. <u>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.</u> ELA/ELD Framework for Common Core State Standards and CA ELD Standards K-12 in relation to Common Core State Standards for English Language Arts in History/Social Studies, Science, and Technical Subjects. This professional development is targeted for structured English Immersion teachers who are working with EL students across the curriculum for specific scaffolding structures to acquire content mastery and academic linguistic resources specific to task, purpose, and audience.</p>	<p>EL Coordinator EL Director EL TOSAs ELSAs EL Teachers Administrators</p>	<p>Extra Service Professional Development for ELD supplemental materials: \$120,000</p> <p>Substitute pay for PD ELD supplemental materials: \$125,000</p>	<p>\$120,000</p> <p>\$125,000</p>	<p>Title III</p>
<p><b>d. Long term effect will result in positive and lasting impact on teacher performance in the classroom</b></p> <p>Teachers continue to use planned and in-the-moment scaffolding based on student needs and intended outcomes, which reflect essential learning strategies acquired during professional development long after the target school. Learning walks for individual and site feedback will allow for continuity across the district and implementation of identified strategies. Administrators and teachers refer to researched based professional development documents and resources in site SMART goals and individual performance evaluation goals. Also, strategic visuals and realia found throughout the classroom to enhance student learning.</p>				

Allowable Activities	<p><b>4. Upgrade program objectives and effective instruction strategies. Yes or No? If yes, describe:</b>  Yes, program objectives and instructional strategies will be upgraded in keeping with 2014-2017 EL Master Plan goals and objectives</p> <ul style="list-style-type: none"> <li>SEI and ELM course descriptions for grades 7-12 consistent with district and state graduation requirements and UC/CSU a-g college entrance content coursework</li> </ul> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> <li>Teachers implement the designated and integrated ELD daily development of students' speaking, listening, reading and writing skills through meaningful and purposeful instructional activities <ul style="list-style-type: none"> <li>Content &amp; language objectives</li> <li>Graphic organizers</li> <li>Sentence frames</li> <li>Academic vocabulary development</li> <li>Structured academic language practices</li> </ul> </li> </ul>	EL Director EL Coordinator EL TOSAs EL Teachers Principals Assistant Principals	NA	NA	NA
	Description of how the LEA is meeting or plans to meet this requirement.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost
Allowable Activities	<p><b>5. Provide – Yes or No? If yes, describe:</b>  a. <u>tutorials and academic or vocational education for LEP students; and</u>  Reading intervention programs to address a variety of linguistic needs: myON (Title I); Rosetta Stone (site TIII); Systems 44 (Beginning to Early Intermediate, Title I) and R180 (Intermediate +, Title I); Voyager Sorpris (Tier 1 Rtl in classroom); Elements of Reading (Tier 1 Rtl in classroom, supplemental). Secondary students participate in academies with six major career technical education pathways: Health, Public Service, Digital Design and Production, Hospitality, Engineering Design, Green Energy and Technology and Agriculture.</p>	NA	NA	NA	NA
	<p>b. <u>intensified instruction</u>  Newcomer Academy for immigrant EL students in Grades 7-12 who have been in the US for 3 years or less, participate in Newcomers Academy to reinforce primary language foundational skills to build upon 2nd language acquisition in order to mainstream into regular SEI program for a maximum of three semesters. Sites providing service will have a minimum of 20 students for a self-contained environment.</p> <p><u>Saturday Language Academy</u>  Design, implement and monitor an intensive language support program for grades 5-10 long term English learners (LTELs) who have demonstrated for two years no annual progress as measured by CELDT. Determine 4 sites for five consecutive Saturdays (September 13, 20, 27, and October 4, 11). Participating student will receive a breakfast snack, and transportation will be available upon need.</p> <p><b>Immigrant Funds</b> will be used to provide intensive intervention for sites with more than twenty students (Coachella Valley High School, Desert Mirage High School, Las Palmitas Elementary, Saul Martinez and Toro Canyon Middle School) principals and district office will collaborate in providing supplemental focused intervention/support with part-time staff. Staff members who work immigrant students will offer additional support during content instruction in small group or individualized setting.</p>	EL TOSAs EL Coordinator EL Director EL Mentor	Newcomers Academy part-time classified staff: \$50,000  Newcomers Academy materials and supplies: \$46,922	\$50,000  \$46,922	Title III LEP \$50,000  Title III Immigrant \$46,922

<p>The intent is to augment the services provided by individuals who have built rapport and have personal relationships with students in order to extend academic engagement during the instructional day. For sites with less than twenty students supplemental tutoring will be available on site and beyond the school day in a variety of instructional settings:</p> <ul style="list-style-type: none"> <li>• before/after school Rosetta Stone, myOn, Ticket to Read, Six Minute Solution, etc. may be used to address the foundational literacy skills of immigrant students</li> <li>• In-home tutoring for families with more than two school-aged children provided by contracted AmeriCorps volunteers or district personnel</li> </ul>	<p>EL Director EL Coordinator ELSA EL TOSAs AmeriCorps Volunteers</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p><u>6. Develop and implement programs that are coordinated with other relevant programs and services.</u></p> <p><b>AmeriCorps Volunteers</b> during the regular student day they work at all 14 elementary sites and 3 middle schools to assist 30 EL students at each site in need of support in TK-8 with reading/foundational literacy skills, after school they focus on science lessons and activities.</p> <p><b>Migrant</b> services coordinate with EL Support Services department to provide direct student services for immigrant students who qualify under the migrant definition. Qualifying students receive after school tutoring in language and math, credit recovery for secondary students who need to make up credits, etc.</p> <p><b>Coordinated Seal of Biliteracy:</b> instruction to ensure TK-6 additive primary language development while strengthening academic and communicative skills in English. Primary language (Spanish) listening, speaking, reading and writing skills should reflect same communicative goals and objectives as ELA Common Core State Standards. Transferability of communicative skills across the content areas is emphasized.</p>	<p>EL Director EL Coordinator EL TOSAs EL Teachers AmeriCorps Volunteers</p>	<p>Captured Elsewhere</p>	<p>Cost Captured Elsewhere</p>	<p>Migrant LCFF Title I</p>
<p>Cesar Chavez, Coral Mt., Mecca, Oasis, Peter Pendleton, Saul Martinez and Valley View Elementary Schools will provide the provide Developmental Biliteracy for grades K-6 with the intent of reclassification in grade 4. Cahuilla Desert Academy, Bobby Duke, and Toro Canyon Middle School middle school teachers will teach content-based development of Spanish academic skills through history to continue language fluency across the curriculum through 7th grade.</p>	<p>EL Director EL Coordinator ELSAs EL TOSAs DB Teachers</p>	<p>DB Instructional Rounds PD subs: \$21,000</p>	<p>\$21,000</p>	<p>Title III</p>
<p><u>7. Improve the English proficiency and academic achievement of LEP children.</u></p> <p>This will be done by providing LEPs with:</p> <ul style="list-style-type: none"> <li>• Five English learner paraprofessionals to serve at the middle schools to support LTELs toward reclassification prior to entering the high school</li> <li>• Having 45 minutes of daily ELD instruction, regular program</li> <li>• The EL TOSAs will provide professional developments specially designed to meet the needs of ELs</li> <li>• Individual Language Plan (ILP) specifically identifies the language proficiency indicators and which academic criteria the students have not met for reclassification. That helps to guide teacher choice for instructional planning to address the students' language proficiency needs in the instructional day and throughout school year. ILP informs future teachers of applied and used instructional strategies to aide language acquisition of long term English learners</li> <li>• 100% of the parents of English Learners will be invited for Informational meetings on Reclassification Process and other relevant information about English learners such as CELDT, etc. 60% attendance goal.</li> </ul>	<p>EL Director EL Coordinator ELSAs EL TOSAs EL Teachers</p>	<p>Five classified paraprofessionals: \$100,000</p>	<p>\$100,000</p>	<p>Title III</p>

	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p><u>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families</u></p> <ul style="list-style-type: none"> <li>—</li> <li>○ <u>To improve English language skills of LEP children; and</u></li> <li>○ <u>To provide parents with informational videos and materials that will assist them in helping their children to improve their academic achievement and becoming active participants in the education of their children.</u></li> </ul> <p>Adult Education offers English as a Second Language, GED, and citizenship classes coordinated to provide at neighborhood schools in addition to the adult education site.</p> <p>At the request of DELAC parents and others created an EL Parent link off of the EL Support Services Department webpage on the CVUSD webpage on the website. Resources available include links to parent resources, calendar of events, EL Master Plan, and instructional resources for parents, administrators and faculty.</p> <p>CVUSD continuous work with Consuelo Castillo Kickbusch who trained teachers, administrators, and parents:</p> <ol style="list-style-type: none"> <li>1. Home: Where Leadership Begins</li> <li>2. Past, Present, and Future</li> <li>3. Living in Two Worlds: Cultural/Generational Perspective</li> <li>4. Storytelling &amp; Journaling: Valuing Literacy Through Family History</li> </ol>	<p>Parents Teachers Administrators EL Director EL Coordinator AmeriCorps</p>	<p>Regional/state conference registration &amp; accommodation fees: \$38,920</p>	<p>\$38,920</p>	<p>Title III</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<ol style="list-style-type: none"> <li>5. Education: The Key to a Better Future</li> <li>6. College Field Trip: What Does Success Look Like</li> <li>7. Improving Family/School Relationships</li> <li>8. Facing Challenges at Home: Coping Strategies for Success</li> <li>9. Creating a Family Action Plan: Roadmaps to Success</li> <li>10. Celebrating Family Academic Excellence: Success as a Way of Life</li> </ol> <p>Trainer of trainers participants agreed to become part of Parent Leader Always Taking Action (PLATA) and continue promoting EL parental engagement culminating in a parent fair in the fall of 2015. PLATA parents have been an active group providing parent workshops: Common Core, Questions to Asking During Parent Conferences, Working with Schools to Benefit Students, Supporting Reading and Writing at Home, Positive Discipline, etc.</p> <p>Trained parent and staff leads will create a video library of resources and tutorials in Spanish and English accessible through the CVUSD web page and Parent Resource Centers at each school site.</p> <p>Ongoing training for parents/guardians to actively participate in district leadership roles as advocates will be supported through paying for registration &amp; accommodation costs to increase attendance at important regional conferences (i.e., CABE, ATDLE, Dual Language Institutes, etc.).</p>				



<p><u>9. Improve the instruction of LEP children by providing for</u></p> <ul style="list-style-type: none"> <li>○ <u>The acquisition or development of educational technology or instructional</u> myON online reading program, Rosetta Stone, Read 180, English 3D, Vocabulary Toolkit and Systems 44 all have online components as part of the placement, monitoring and evaluation of student progress. Increasingly, students are accessing textbook chapters through their iPads as an alternative to printed books. The model supports and enables teachers to design, develop, and infuse digital learning experiences that utilize technology. The goal is to transform learning experiences so they result in higher levels of achievement for students. Support is based around the implementation of common core state standards by having greater student engagement in the classroom, increased student collaboration, increased use of differentiated instructional strategies based on student need, and differentiation in the way students demonstrate their knowledge of the standards. Students are given choices to own their learning. They also demonstrate the use of accessibility features for special need students, such as giving students choices for demonstrating competencies</li> <li>○ <u>Access to, and participation in, electronic networks for materials, training, and communication; and</u> Explore technology applications, including electronic curricula, and systems availability Develop plan to purchase and implement technology applications in the classroom Support Common Core State Standards in the classroom iCenter staff will provide parents with training regarding iPad use. The current math adoption, Go Math has an interactive component.</li> </ul>	<p>EL Director EL Coordinator EL TOSAs EL Teachers</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<ul style="list-style-type: none"> <li>○ <u>Incorporation of the above resources into curricula and programs.</u> Continue to provide one-to-one student iPads lease: 4,400,000 Measure X Bond Fund Provide insurance for all district-purchased iPads: 500,000 Measure X Bond Fund Train and Support teachers in the classroom thru iTunes U Coach one-on-one iPad use Monitor based on Professional development and Workshop attendance, Adjust based on site tech leads, T3's, and Tech feedback.</li> </ul>	<p>EL Director EL Teachers EL Technology TOSAs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p><u>10. Other activities consistent with Title III.</u> <u>Yes or No? If yes, describe:</u> These include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Improving the English and academic proficiency of the LEP children</li> <li>• ELSAa as the EL Mentor work with the site administrators and teachers to monitor the progress of ELs. EL Mentor will develop IPL for site Long Term English Learners (LTEL) in grades 4-10 focusing on students' academic needs to become language proficient in English. EL Mentor will hold student conferences to inform student of EL status. In addition, meeting with parents and student to discuss language goals and targets.</li> <li>• Ensuring that all students have access to the supplemental reading and language proficiency programs</li> <li>• Provide parent and community outreach opportunities</li> <li>• Establishing 10 Parent Resource Centers with necessary resources to inform parents how to help their EL children and providing material to help parents become proficient in English</li> </ul>	<p>EL Director EL Coordinator EL TOSAs EL Teachers ELSAs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

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

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	
<p>Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</p>	<p>a. Student language assessments determined by the parents' completion of the Home Language Survey (HLS), noting a language other than English was used in the home. An initial assessment for English proficiency is administered with within 30 days of registration after which parents receive the initial notification informing them of the preliminary results. Within 90 days of registration, Spanish primary language skills are tested using Language Assessment Scales (LAS) tool. Once finished, a letter notifying parents of testing results and the recommended instructional program for their child is sent home, reminding parents of their right to discuss the placement with site personnel. Site personnel will explain the instructional program options and the parents' rights to accept or request placement in an alternative program.</p>	<p>Parents EL Director Principal ELSA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
	<p>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</p>	<p>b. Parents will be notified of the child's level of English proficiency through the CELDT scores. As for the student's academic achievement, students' grade for their culminating task will be reflected in the students' trimester/semester grade. Additionally, the parent will receive their child's scores for the California Assessment of Student Performance and Progress (CAASPP) once the state has determined the proficiency levels.</p>	<p>EL Director Principal ELSA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
	<p>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;</p>	<p>C . All available instructional programs at the site will be reviewed and a handout provided in English and Spanish to assist parents in making informed choices about student placement in SEI, ELM or Seal of Biliteracy Education programs. This handout describes language and methods of instruction in each program. This information is also included annually in the initial and annual notification.</p>	<p>EL Director Principal ELSAs EL Coordinator</p>	<p>District mailing cost: \$5,500</p>	<p>\$5,500</p>	<p>Title III</p>

	<p>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</p>	<p>d. The SEI instructional standards. ELD I will address the needs of the most limited, emerging English learners at the Beginning level of English proficiency; ELD II will address the expanding ELs at the Early Intermediate level of English proficiency; ELD III will target those ELs' whose academic English skills are expanding to the Intermediate proficiency levels. ELD IV is created specifically to address the needs of students who have completed ELD I-III but are "at risk of becoming long term English learners" (AR-LTEs) because they have not achieved reclassification criteria. ELD V is for those students whose language proficiency has not changed in two years nor have met reclassification criteria, making them "long-term English learners" (LTEs). Students in ELD IV or V will be accompanied by an ILP for each AR-LTE and LTE in order to assist teachers with addressing targeted language proficiency skills during lesson planning. The ILP is completed with the ELSA consulting the EL student and his/her parent to discuss what the teachers/staff will do in the school year to help the EL reach reclassification status, but also the EL student identifies personal goals he/she will work on to ensure personal responsibility in educational outcomes.</p>	<p>EL Director Principal ELSA</p>			
	<p>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</p>	<p>e. The SEI instructional standards. ELD I will address the needs of the most limited, emerging English learners at the Beginning level of English proficiency; ELD II will address the expanding ELs at the Early Intermediate level of English proficiency; ELD III will target those ELs' whose academic English skills are expanding to the Intermediate proficiency levels. ELD IV is created specifically to address the needs of students who have completed ELD I-III but are "at risk of becoming long term English learners" (AR-LTEs) because they have not achieved reclassification criteria. ELD V is for those students whose language proficiency has not changed in two years nor have met reclassification criteria, making them "long-term English learners" (LTEs). Placement in ELD IV or V must be accompanied by an ILP for each AR-LTE and LTE in order to assist teachers with addressing targeted language proficiency skills during lesson planning. The ILP is completed with the EL Mentor consulting the EL student and his/her parent to discuss what the teachers/staff will do in the school year to help the EL reach reclassification status, but also the EL student identifies personal goals he/she will work on to ensure personal responsibility in educational outcomes.</p>	<p>Teacher Principal EL Coordinator EL Director EL TOSAs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
	<p>f. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</p>	<p>f. Mastery of the English language through content instruction is the goal for all students in CVUSD. The intent of the Developmental Biliteracy model is to use students' primary (Spanish) language to transfer foundational literacy skills to English. For this reason, 4th grade EL students in the Developmental Biliteracy model should reclassify as fully English proficient. Parents have the option to continue to develop the academic Spanish skills of their children at the seven sites providing Developmental Biliteracy models to strengthen Spanish and English academic skills into middle school.</p>	<p>Teacher Principal EL Coordinator EL Director EL TOSAs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

	<p>g. 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;</p>	<p>g. EL students may exit the SEI program once they meet the reclassification criteria of language proficiency and academic mastery according to district stated criteria:</p> <ul style="list-style-type: none"> <li>• overall CELDT Early Advanced with all subsections Intermediate of above</li> <li>• Units of Study culminating tasks score of 70% or above for grades 1-11</li> <li>• DIBELS composite ELA scores of 70% or above for grades 1-6</li> <li>• report card grades 2 or better; C/2.0 or above for at least two consecutive grading periods</li> <li>• teacher recommendation</li> <li>• parent recommendation</li> </ul> <p>-At the secondary level, all SEI courses match core content goals and objectives required for graduation from CVUSD high schools. Students who have achieved RFEP status will be monitored for the next two years by the site ELS or Counselor using the RFEP Monitoring Form to record report card grades for all content areas, as well as the results of annual state standards-based content scores on the CAASPP. At 4th grade, SEI and Developmental Biliteracy model students should meet reclassification criteria. For students not meeting these criteria in 4th grade, the ELSA as EL Mentor will begin an ILP for the student. For students in the Developmental Biliteracy program, students who complete the program at the end of 6th grade will be awarded a Seal of Biliteracy Certificate of Completion.</p>	<p>Teacher Principal EL Coordinator EL Director EL TOSAs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
		<p>For middle school students who continue in the Seal of Biliteracy Education program, a Seal of Biliteracy Award based criteria to be determined in 2015-16. For students grades 9-11, the State Seal of Biliteracy insignia on the graduation diploma is earned by scoring 3 or better on an AP Spanish Literature or Language, as well as earning Standards Met on the CAASPP.</p>				
	<p>h. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	<p>i. If the IEP states that the student will not follow the same criteria to reclassify, and then only the plan outlined in the IEP will be followed. If the IEP indicates the child may reclassify as fluent in English, then the EL Mentor will create an ILP to assist teachers with identifying and addressing the proficiency indicators pertinent to the student's linguistic and IEP determined goals for academic success.</p> <p>Resource Teacher on Special Assignment</p> <p>One Resource EL TOSA assigned to Special Education Department to collaborate with EL Services regarding the identification, monitoring and guidance of instructional and academic accommodation for K-6 ELs, migrant, immigrant and/or Newcomer students with IEPs or 504 plans. TOSA will train and verify that IEP goals include a language target for compliance with local, state, and federal student civil rights.</p>	<p>Teacher Principal EL Coordinator EL Director EL TOSAs Special Ed Teacher School Psychologist</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <p>i. the right that parents have to have their child immediately removed from such program upon their request; and</p>	<p>The Initial Assessment and Annual Assessment letter details the program options that a parent and a child have, based on English language proficiency. Parents are notified in the letters of their rights to come to the site to further discuss the results and program options. All students of CVUSD may choose between the SEI or ELM instructional program based on identified language needs. If a student is identified EL, he/she is placed in the SEI instructional program to address language development goals throughout the instructional day.</p>	<p>EL Coordinator</p> <p>EL Director</p> <p>EL TOSAs</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>Required Activity</p>	<p>i. 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;</p> <p>ii. the LEA assists parents in selecting among the options</p>	<p>Students identified as English proficient are placed in ELM to reinforce and expand their facility with the English language across the disciplines. With an approved waiver, the parents may choose to have their children placed in a Developmental Biliteracy model (K-6) program for Seal of Biliteracy Education program. For students in grades 6-12 lacking foundational literacy skills and interrupted educational backgrounds, the Bilingual Alternative Program Newcomers Academy may be selected for intensive language development with an approved waiver.</p> <p>Seal of Biliteracy Instructional Program K-12</p> <p>Support 7 sites to provide K-6 students Developmental Biliteracy (DB) to earn a Seal of Biliteracy recognition upon 6th grade matriculation.</p> <p>Implement 7th grade social studies course in Spanish with an existing teacher; explore 9-12 students meeting A-G requirements in existing Spanish courses.</p> <p>3. Set baseline Spanish proficiency levels for K-7 students by September 2015 using LAS Links Online; train teachers to administer and score annual testing for May/June 2016 to measure annual growth/progress.</p> <p>4. Increase number of graduates who earn State Seal of Biliteracy insignia on diplomas by 10% over 2014-15 totals.</p>	<p>ELSAs</p> <p>EL Director</p> <p>Principal</p>	<p>LAS Links Online licenses: \$50,000</p>	<p>\$50,000</p>	<p>Title III</p>

		<p>Parents have the right to have their child removed from programs upon their request;</p> <ul style="list-style-type: none"> <li>ii. the parents have the option to decline to enroll their child in special programs or to choose another program or method of instruction, upon availability;</li> <li>iii. CVUSD personnel assist parents in selecting among the options, video delineating program options to be uploaded on the web page and video will be played during meetings, in the office and will be available to be downloaded.</li> </ul>				
<p><b>Note:</b></p>	<p>Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools 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>	<p>Notifications are being provided to parents of students enrolled the previous school year: within 30 days after the beginning of the schools year.</p> <p>If students enroll after the beginning of the school year, parents will be notified within two weeks of the child being placed in a program.</p>	<p>EL Director Projects Director Site Admin ELSA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p><b>LEA Parent Notification Failure to Make Progress</b></p>	<p>If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>If the CVUSD fails to make progress on the annual measurable achievement objectives we will inform parents of the child identified for participation in such program, or participation in such program, of such failure not later than 30 days after failure occurs.</p>	<p>EL Director Projects Director</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>