

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
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:	<p>The Conejo Valley Unified School District (CVUSD) has exceeded the targets for AMAO 1 and 2 as well as the AMAO 3 participation rate every year. CVUSD has exceeded the AMAO 3 target in mathematics every year until 2009-10. The District has not, however, met AMAO 3 in English Language Arts for five consecutive years, beginning in 2008-09. While the English Learner AYP in 2013 is the highest it has ever been with 46% Proficient in ELA and maintaining a 49.1% Proficient in mathematics, the pace of the growth has not been sufficient to meet the targets set by NCLB.</p> <p>CVUSD will provide and administer K-12 instructional programs for English Learners under this subgrant including:</p> <ul style="list-style-type: none"> • Structured English Immersion (SEI) Program • Mainstream English Program • Alternative Program <p>The strengths of the Title III LEA Plan Addendum include the following:</p> <ul style="list-style-type: none"> • The Board of Education has established districtwide goals that directly target the needs of English learners. • District administration has provided clear guidance on importance of ELD and focus on English learners. • District criteria for identification of ELs, program placement, and reclassification are clearly defined and known. • The District adopted SBE approved materials for K-5 ELD and SBE adopted 6-12 ELD/Intensive Intervention materials. • K-12 Teachers and elementary administrators have participated in training for effective implementation of ELD materials and instruction. 	Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Ventura County Office of Education	Teacher on Special Assignment (EL Support Teacher)	\$107,718	OLEP
	a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;			Professional development from approved outside organizations	\$4,312	OLEP
	b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;			Release time for administrators, teachers and paraprofessionals for professional development	\$10,000	OLEP
	c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <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)); 			Bilingual Interpreters/Facilitators	\$200,000	Other
d. Describe how the LEA will promote parental and community participation in LEP programs.						

Required Activities		<ul style="list-style-type: none"> • School site administrators, teachers, and bilingual paraprofessionals have received, and will continue to receive professional development targeting the academic and linguistic needs of English Learners in order to improve pedagogy practices in both designated and integrated English Language Development instruction. • To augment instructional practices targeted to English Learners site administrators participated in the VCOE English Learner Institute for Teaching Excellence (ELITE) training. <p>CVUSD will promote parent, family and community participation in EL programs at the district and site levels by implementing the following actions:</p> <ul style="list-style-type: none"> • Maintain functioning District English Learner Advisory Committee/English Learner Advisory Committees (DELAC/ELAC) for parents and the community. • Inform parents annually of their rights and responsibilities in choosing instructional programs for their children. • Provide translated documents on the district website that may be of particular interest to parents and families. • Provide training on parent involvement opportunities, understanding CELDT, parent access to attendance and grades. <p>Provide parent involvement activities that address the role of parents in assisting their children to increase English proficiency and achieve grade level standards.</p>				
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	<p>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:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>CVUSD continues to improve the high quality language instruction based on scientifically based research that increases students’ English proficiency and academic achievement in the core academic subjects by the following:</p> <ul style="list-style-type: none"> • Monitoring that English learners receive ELD instruction until reclassification using the state and local governing board approved materials for the recommended daily instructional minutes, and in leveled groups according to CELDT proficiency level and most recent formative assessments. • District adoption of Carousel for its elementary English Language Development Program, K-5. Middle schools use Inside and high schools use Edge for English Language Development Instruction. • Maximizing the effectiveness of ELD instruction and integrating research based strategies. Use SDAIE strategies in content areas in order to support making content comprehensible for ELs. • Using supplemental materials, specific for English Learners such as bilingual dictionaries, scaffolded language and writing programs and computer based language acquisition programs; teachers provide academic vocabulary instruction and integrate language objectives to their content lessons. • Increasing use of research-based strategies to help ELs increase language proficiency and to access core curriculum at the elementary level. • Providing content classes targeted to the proficiency level of ELs (e.g., SDAIE history, math, Newcomer classes) at some secondary schools. • Level 3 students will be placed in English CP with an ELD support class • Using a variety of technology-based programs such as Safari Montage, My Access, SuccessMaker, Waterford, and Rosetta Stone to help develop skills and/or make content accessible. <p>Professional development will include training for teachers and support staff on assessments that measure English linguistic skills in order to progress monitor English proficiency and inform the instructional needs for English Learners. The assessment tools and instructional strategies will target ELs linguistic and academic needs across the language acquisition continuum.</p> <p>The district will: Train all secondary English teachers who instruct Early Advanced and Advanced English learners on how to deliver effective differentiated ELD in their classrooms, regardless of the number of English learners.</p>	<p>Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers, Ventura County Office of Education</p>	<p>Professional Development</p> <p>Supplementary materials and programs</p>	<p>\$15,000</p> <p>\$21,000</p>	<p>OLEP</p> <p>OLEP</p>
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	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol 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>The CVUSD provides ongoing, high-quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. Professional development activities include but are not limited to the following:</p> <ul style="list-style-type: none"> • Development of a single district-wide professional development plan that identifies how all teachers will be trained, supported and held accountable for the consistent implementation of the new CCSS and ELD Standards. The integration of ELD standards will target the academic and linguistic needs of all ELs. • CVUSD will update the Master Plan for English Learners that address all components of program compliance and services for English learners. Professional development will be provided to all district stakeholders to ensure adherence and implementation of the plan in order to ensure all ELLs are placed and progress monitored for academic and linguistic proficiencies. • District Data Coach to provide targeted and intensive professional learning to administrators and teachers on how to effectively use the Data program to analyze student learning including item and error analysis to improve teaching strategies and to determine which students will receive support from interventions. • Investigate data further with regard to EL math achievement and the drop off at secondary level to identify professional development needs of teachers and administrators specific to ELs in order to improve instruction and appropriate use of assessment to monitor progress. • Provide administrators and teachers with training on the selected walk through observation protocol/process, specifically focusing on effective teaching strategies for English Learners. The observation protocol will include specific items that are significant in order to improve English linguistic skills and academic language across all content areas for ELs. 	<p>Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers, Ventura County Office of Education</p>	<p>Professional Development</p> <p>Release time for articulation</p> <p>EL Advisor Stipend</p>	<p>\$2,000</p> <p>\$5,000</p> <p>\$15,000</p>	<p>OLEP</p> <p>OLEP</p> <p>Other</p>

		<ul style="list-style-type: none"> • Articulation meetings will focus on data analysis to inform instruction, identify intervention needs and next steps in professional development. This may include vertical articulation between the elementary, middle and high school teachers. • Continue to support staff development of GLAD and Kagan strategies using district trained staff to increase language acquisition, literacy, student engagement, and access to the core curriculum for elementary teachers. • ELD Teacher Advisors represent their sites at monthly meetings to learn about EL program requirements, share instructional strategies, problem solve, etc. and then train staff back at their site. • Focus at the secondary level on the creation of the master schedule to provide equal access to rigorous and supported content. Study how other districts have successfully provided this to their students; e.g., examine the use of student mentors to provide tutoring and support. <p>The Coordinator of English Learner Services, EL support teachers and other staff participate in Ventura County Office of Education EL Task Force and Bilingual Directors to keep up to date with best practices, current research, learn from neighboring districts, and problem solve.</p> <p>To substantially increase the teachers' subject matter knowledge, teaching knowledge, and teaching skills the district will provide the professional development on the following:</p> <ul style="list-style-type: none"> • Common Core and English learners including academic language • Provide 21st century learning opportunities in collaboration, communication, creativity and critical thinking • SDAIE <p>New ELD Standards and ELA/ELD Framework</p>				
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4. Upgrade program objectives and effective instruction strategies. **Yes or No? If yes, describe:**

To improve academic achievement in reading/language arts (AMAO 3) the district will:

- Provide, on-going site-specific coaching and support for effective ELD grouping and scheduling (e.g. share school wide, cross grade level models) to teachers, counselors and site administrators;
- Support K-5 site administrators to routinely visit classrooms to observe ELA instruction to ensure that the core curriculum is implemented with fidelity;
- Support middle and high school site administrators to routinely visit classrooms to observe that ELA teachers with mainstreamed ELs are utilizing the core (HOLT/Prentice Hall) ancillary materials designed for universal access, EL support, and language development as appropriate. They will provide timely feedback to teachers on these observations;
- Place EL 3 students in CP classes with an additional ELD support class as needed
- Use pacing guides consistently across grade levels to ensure EL access to standards; (Benchmark assessments and lesson observations will be used to monitor.)
- Continue to provide training on academic language instruction and structured language practice through ELD advisor meetings;
- Monitor and coach to ensure that ELs are receiving explicit academic language instruction and structured language practice on a consistent basis.
- Continue to administer assessments from District adopted ELD materials (Carousel of Ideas (K-4.), Inside (grades 5-8) and Edge (grades 9-11) and utilize results as an additional measure to inform student placement and enter into district data management system;
- Provide follow up/ongoing teacher training for the Carousel of Ideas ELD program;
- Provide follow up/ongoing teacher training for Inside, and Edge;
- Continue participation in VCOE EL Task Force and Bilingual Directors meetings to investigate strategies for long term ELs, students who are stuck at intermediate level on CELDT and/or basic level on CSTs, and investigate additional research based strategies for ELD instruction in the mainstream English setting;
- Collect and analyze data to develop a process to effectively evaluate interventions including, but not limited to secondary SDAIE classes, before/after school classes and summer programs;

Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers

EL Support Teacher

Embedded In Above

Embedded In Above

		<ul style="list-style-type: none">• Establish school site data teams to collect, and analyze data on intervention programs to identify what is working and what is not, for ELs, long term ELs, and RFEP students;• Ensure that math pacing guides are used consistently across grade levels to ensure EL access to math standards; (Benchmark assessments and lesson observations will be used to monitor.)• Support teachers in grade 4-12 who will give District Benchmark Assessments in math at the end of each trimester/semester;• Analyze data (including math benchmarks) with regard to EL math achievement to better understand the needs of EL students as well as to identify professional development needs of teachers and administrators;• Increase the number of ELs who are placed in grade appropriate mathematics classes including algebra for 8th graders;• Ensure that ELs have access to advanced coursework in mathematics in departmentalized settings and extended learning opportunities in self-contained settings, and;• Train secondary teachers in ELD Standards and ELA/ELD Framework and monitor the implementation of the 2012 ELD standards and ELA/ELD Framework to ensure that ELs have meaningful access (differentiation) to grade-appropriate core, curriculum. This includes courses that meet graduation requirements and A-G coursework to enable ELs to meet UC/CSU admissions criteria.				
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		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	5. Provide – <ol style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. Yes or No? If yes, describe:	CVUSD will provide tutorials, academic and vocational support and intensified instruction to EL students by the following: <ul style="list-style-type: none"> • Implementation of a Multi-Tiered System of Supports (MTSS) appropriate for elementary and secondary students that includes both academic and behavior components. The MTSS Design Team will create and communicate a district model for support that uses data to monitor student achievement and identify students who need additional support within the core (Tier 1), students who need instruction and learning time or enrichment in addition to the core (Tier 2), and students who need intensive intervention (Tier 3). • Creating a Task Force to examine how to schedule time for effective intervention within the secondary school day for students who need strategic and intensive intervention. High School students will be placed in intervention courses, including language arts intervention, reading intervention, content reading, CAHSEE prep, CAHSEE intervention, Measuring Up, Apex, and Cyber High. Supporting EL students with access to College and Career Guidance Coordinators, School to Career and ROP programs.	Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers	MTSS Supports	Undefined	Other
	6. Develop and implement programs that are coordinated with other relevant programs and services. Yes or No? If yes, describe:	CVUSD will continue to coordinate the following programs and services to support EL students: <ul style="list-style-type: none"> • Current, existing intervention programs • MTSS (Multi-Tiered System of Supports) • Create a positive inclusive school community • Title I • GATE • AP/IB classes • School to Career Programs • ROP • Academic Academies • Special Education • Office of Instructional Services • Office of Curriculum, Instruction, and Assessment • Office of Elementary and Secondary Education 	Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers			

	<p>7. Improve the English proficiency and academic achievement of LEP children.</p> <p>Yes or No? If yes, describe:</p>	<p>To improve the English proficiency and academic achievement of LEP children the CVUSD will implement the following activities:</p> <ul style="list-style-type: none"> • Provide, on-going site-specific coaching and support for effective ELD grouping and scheduling (e.g., share school wide, cross grade level models) to teachers, counselors and site administrators • Provide follow up/ongoing teacher training for Carousel of Ideas and effective ELD instruction • Provide follow up/ongoing teacher training for Inside, Edge and effective ELD Instruction • Continue to provide training and support to K-12 teachers on CCSS, 2012 ELD standards and ELA/ELD Framework. • Explore a means for all sites to provide common planning time to analyze data and monitor progress of ELs and RFEPs. • Bilingual Paraprofessionals- under the supervision and guidance of the classroom teacher will assist LEP students in accessing core content as needed. 	<p>Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers</p>	<p>Bilingual Parapros</p>	<p>\$224,240</p>	<p>Other</p>
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Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. <p>Yes or No? If yes, describe:</p>	<p>CVUSD provides community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. The following is a partial list of such activities:</p> <ul style="list-style-type: none"> • Parents are encouraged to actively participate in ELAC/DELAC meetings and to provide input into the needs assessment and school site plans. • K-5 Parent conference week offers 2-way communication with interpreters provided for parents of ELs in Spanish and other languages as needed whenever possible. • Interpreters are available at Back to School nights, Open House, secondary orientation events, and other parent outreach events. • Some school sites have Outreach Assistants, Newcomer Specialists and strong structured parent groups (e.g., Parents Making a Difference). • Regular communication through “all calls” and outreach are made in Spanish and English. • The CVUSD Adult School and some other sites at the K-12 level offer English as a second language classes to parents and other adults in the community. • Parents are provided training on involvement opportunities, understanding CELDT, and how to access to attendance and grades. • At the elementary level parents are offered opportunities to participate in activities such as family movie nights, ice cream socials, and parenting classes. • At the secondary level parents are offered orientation events with interpreters, college and career nights, and occasional parent education evenings. • Materials are translated into Spanish. • As funding allows increase the number of bilingual staff. <p>To improve community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families the district will:</p> <ul style="list-style-type: none"> • Explore parent involvement/leadership programs at the district and site level while utilizing current site programs as vehicles to expand parent involvement and efficacy. • Expand Parents Making a Difference and the Park Oaks Outreach Center district-wide. • Expand the number of Outreach workers to meet the needs of ELs district-wide. 	Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers, Outreach Assistants, Bilingual Staff	Bilingual Interpreters/Facilitators	\$168,507	Other

<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. <p>Yes or No? If yes, describe:</p>	<p>CVUSD will continue to improve the instruction of LEP children by:</p> <ul style="list-style-type: none"> • Using a variety of technology-based programs such as Safari Montage, Learn360, My Access, Success Maker, Waterford and Rosetta Stone, among others to help develop skills and/or make the content accessible; • Providing access to special programs (Naviance Program, Westlake Innovative Technology (WIT) academy, Digital Arts and Technology Academy and Discover Program (6-8) among others and schools (Century Academy and Conejo Open Leadership Academy); • Providing teachers with access to technology and professional development so they can prepare for the CCSS. Help teachers to access computer-based and performance-based assessments for their students in anticipation of the new CCSS accountability and assessment systems; • Training administrators and teachers on effective classroom technology integration in all subject areas. Identify and share exemplary models of technology integration at the elementary, middle and high school levels to support the implementation of the CCSS and ELD standards; • Defining district standards for digital citizenship for students and staff, and; <p>As fiscal resources become available, provide students technology based supplementary, intervention, and enrichment programs.</p>	<p>Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers</p>	<p>Technology specific to EL classes</p>	<p>\$25,000</p>	<p>OLEP</p>
<p>10. Other activities consistent with Title III.</p> <p>Yes or No? If yes, describe:</p>					

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

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activity	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul 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; 	<p>CVUSD has a protocol and system for notifying parents of their student's placement, progress, and program.</p> <p>Within each parent letter proficiency level and means of testing are articulated.</p> <p>Along with each letter a copy of the reclassification criteria, program descriptions, and parents' rights to a waiver are included.</p> <p>ELAC meetings are held on campuses for parents to get information on their school's program.</p> <p>DELAC meetings are held regularly and posted/announced ahead of time in order to allow parents and the community proper notification.</p>	Deputy Superintendent of Instruction, EL Coordinator, Site Administrators, Counselors, Bilingual Facilitators			
		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and 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 LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 					
	<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 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>LEA Parent Notification Failure to Make Progress 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>					

Plans to Provide Services for Immigrants

<p><u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children: <u>Yes</u> or No? If yes, describe:</p>	<p>CVUSD provides community participation programs, family literacy services, and parent outreach and training activities designed to assist parents to become active participants in the education of their children. The following is a partial list of such activities:</p> <ul style="list-style-type: none"> • Parents are encouraged to actively participate in ELAC/DELAC meetings and to provide input into the needs assessment and school site plans. • Various parenting classes are offered at sites. • K-5 Parent conference week offers 2-way communication with interpreters provided for parents of ELs in Spanish and other languages as needed whenever possible. • Interpreters are available at Back to School nights, Open House, secondary orientation events, and other parent outreach events. • Some school sites have Outreach Assistants, Newcomer Specialists and strong structured parent groups (e.g., Parents Making a Difference). • Regular communication through “all calls” and outreach are made in Spanish and English. • The CVUSD Adult School and some other sites at the K-12 level offer English as a second language classes to parents and other adults in the community. • Parents are provided training on involvement opportunities, understanding CELDT, and how to access to attendance and grades. • At the elementary level parents are offered opportunities to participate in activities such as family movie nights, ice cream socials, and parenting classes. • At the secondary level parents are offered orientation events with interpreters, college and career nights, and occasional parent education evenings. • Materials are translated into Spanish. • As funding allows increase the number of bilingual staff. <p>To further assist parents to become active participants in the education of their children the district will:</p> <ul style="list-style-type: none"> • Explore parent involvement/leadership programs at the district and site level while utilizing current site programs as vehicles to expand parent involvement and efficacy. • Expand Parents Making a Difference and the Park Oaks Outreach Center district-wide. • Expand the number of Outreach Assistants to meet the needs of ELs district-wide. • Provide centralized training for Outreach Assistants. 	<p>Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers</p>	<p>Interpreters</p>	<p>Embedded in above</p>	<p>Embedded in above</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>CVUSD has made it a priority to implement a program where bilingual paraprofessionals are assigned to each school site in order to support LEP students.</p> <p>Specific and targeted bimonthly training occurs for all bilingual paraprofessionals.</p>	<p>EL Coordinator, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers, Bilingual Facilitators, Bilingual Paraprofessionals</p>	<p>Bilingual Paraprofessionals</p>	<p>Embedded in above</p>	<p>Embedded in above</p>

	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	A Bilingual Facilitator is assigned to each school site to assist in providing immigrant children and youth with mentoring and academic or career counseling.	EL Coordinator, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers, Bilingual Facilitators	Bilingual Facilitator	Embedded in above	other
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	The Student Support Services Department- EL Division collaborates with the Instructional Services Departments, administrators, and teachers to identify and acquire curricular materials, educational software, and technologies.	Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers on Special Assignment, Department Chairs, Teacher leaders, Teachers			
	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:	Address language acquisition, academic achievement, and ELL immigrant transition needs by providing high-quality summer programs through effective sheltered content and English language instruction.	Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Teachers	Bilingual Paraprofessionals	\$24, 051	OIME