

## Title III LEA Plan Performance Goal 2

**All limited 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: 56-73759-0000000**

**LEA Name: Conejo Valley Unified School District Title III Improvement Status: Year: 4+**

**Fiscal Year: 2016-2017**

**EL Amount Eligibility: 160,970 Immigrant Amount Eligibility: 30,531**

### 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:**

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| <b>A. Required Content</b> | <p style="text-align: center;"><b>IMPLEMENT PROGRAMS AND ACTIVITIES IN ACCORDANCE WITH TITLE III</b></p> <p>The Title III LEA Plan Addendum includes the following action in order to meet all accountability measures:</p> <ul style="list-style-type: none"> <li>• The Board of Education has established districtwide LCAP goals that directly target the needs of English learners.</li> <li>• District administration has provided clear guidance on importance of English Language Development (ELD) instruction and academic access across content areas.</li> <li>• District criteria for identification of ELs, program placement, and reclassification are clearly defined and known.</li> <li>• The District adopted SBE approved materials for K-5 Designated and Integrated ELD and SBE adopted 6-12 ELD/Intensive Intervention materials.</li> <li>• K-12 Teachers and elementary administrators have participated in training for effective implementation the principles of the ELA/ELD Framework and the ELD materials for instruction.</li> <li>• School site administrators, teachers, and bilingual paraprofessionals will continue to receive professional development targeting the academic and linguistic needs of English Learners in order to improve instructional practices in both designated and integrated English Language Development instruction.</li> </ul> <p>Schools and District will implement programs to increase the rate of reclassification and academic achievement for English Learners. CVUSD provides the following instructional programs:</p> <ul style="list-style-type: none"> <li>• Structured English Immersion (SEI) Program</li> <li>• Mainstream English Program</li> <li>• Alternative Program</li> </ul> <p>English Learners in all programs receive daily Integrated and Designated ELD instruction. Immigrant support is available for students and their families as needed. Staff professional development, coaching and mentoring materials are provided to certificated and classified instructional staff</p> |
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to support the needs of English Learners in the area of language and literacy.

#### USE THE SUBGRANT FUNDS TO MEET ALL ACCOUNTABILITY MEASURES

The Conejo Valley Unified School District (CVUSD) has exceeded the targets for AMAO 1 and 2 as well as the AMAO 3 participation rate in 2014-2015. CVUSD's AMAO 1 growth target was 60.5% and the percentage meeting AMAO 1 was 61.4%. CVUSD's AMAO 2 growth target for less than 5 years cohort was 24.2% and the percentage meeting AMAO 2 was 27.8%. The 5 years or more cohort growth target was 50.9% and the percentage meeting was 61.2%. Finally, CVUSD's AMAO 3, participation rate was both met at 99% ELA and 95% Mathematics.

The Coordinator of English Learner Services provides teacher professional development to further improve instructional practices across the district. She is to enhance the professional development that teachers receive to implement the California Standards with pedagogical practices that directly impact English Learners' access across the content areas. Teachers who serve a significant number of ELs are subbed out to participate in the targeted professional learning sessions. In addition, the Coordinator is to provide targeted professional development for administrators in order to augment their understanding of the ELA/ELD Framework, specifically Designated and Integrated ELD instructional practices. The administrators would then further support their teaching staff by conducting classroom walkthroughs in order to identify linguistic and content access barriers that need to be addressed in professional development opportunities in order to improve instructional practices.

Title III funds are used to supplement the educational program to further accelerate English language acquisition and augment core curriculum access for English Learners. A Teacher on Special Assignment (TOSA) is assigned to specifically support the elementary classroom teachers who teach Designated ELD in order to improve instructional practices to intentionally accelerate students' English acquisition. The elementary TOSA is to further support the general education teacher in designing language objectives across the content in order to intentionally integrate ELD instruction across the academic disciplines. In addition, another TOSA is assigned to support secondary schools in both Designated and Integrated ELD instruction for a portion of her day. These services are supplementary and targeted to benefit English Learners' educational process in achieving higher levels of linguistic attainment and academic achievement.

CVUSD provides additional language support services to English Learners such as Rosetta Stone language program. The Title III funds are also used for a Rosetta Stone (RS) support paraprofessional. The RS paraprofessional is to train and support all secondary ELD 1-2 classrooms during their intensive supplemental language program. The RS support paraprofessional is to also further support teachers in the progress-monitoring tool within RS in order to track students' linguistic progress and intervene when necessary and appropriate.

#### HOLD THE SCHOOL SITES ACCOUNTABLE

CVUSD's EL Program includes practices and processes to ensure school sites are held accountable. The following are actions the site administrators must adhere to:

- Regularly analyze CELDT results, district benchmarks and other formative assessments in order to progress-monitor ELs linguistic and academic progress.
- Site principals will conduct regular walkthroughs in order to identify areas of need of professional development.
- Provide language and academic assessment results that will inform needed interventions for ELs.
- Conduct a Language Appraisal Team (LAT) meeting, twice a year to review the linguistic and academic progress of ELs

and Reclassified Fluent English Proficient (RFEP) students. Determine if the student is a candidate for reclassification status and/or identify areas in need of academic or linguistic intervention.

- Use the software, Ellevation in order to disaggregate ELs achievement performance data, provide appropriate supplemental instructional opportunities in order to accelerate their language acquisition and avoid Long-term English Learner (LTEL) status.
- The School's Plan for Student Achievement goals for English Learners aligns to our Title III Plan and Local Control Accountability Plan. Targeted support is provided to schools who have not met Annual Measureable Achievement Objectives.

#### PROMOTE PARENTAL AND COMMUNITY PARTICIPATION IN PROGRAMS FOR ELS

CVUSD will promote parent, family and community participation in EL programs at the district and site levels by implementing the following actions:

- Maintain functioning District English Learner Advisory Committee/English Learner Advisory Committees (DELAC/ ELAC) for parents and the community.
- School sites hold 3-5 English Language Advisory Committees (ELAC) to inform parents and guardians about the EL Program and their child's progress.
- 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 engagement opportunities, understanding CELDT, parent access to attendance and grades.
- Provide parent engagement activities that address the role of parents in assisting their children to increase English proficiency and achieve grade level standards.

| How the LEA will:   |   | Persons Involved/<br>Timeline   | Related Expenditures                                       | Estimated Cost | Funding Source (EL, Immigrant, or other) |
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| B. Required Content | <p><b>PROVIDE HIGH QUALITY LANGUAGE INSTRUCTION</b><br/>CVUSD continues to improve the high quality language instruction that is research-based to accelerate students' English proficiency and academic achievement in the core academic subjects by doing the following:</p> <p>1a. The elementary Teacher on Special Assignment (TOSA) support teachers during Designated and Integrated ELD instruction. The TOSA models lessons and supports the implementation of the ELD Standards across content.</p> <p>1b. The TOSA also conducts professional development sessions after school focused on language assessment tools and how to progress monitor linguistic growth for ELs.</p> <p>1c. The secondary Teacher on Special Assignment (TOSA) is partially funded to further support secondary teachers in Designated and Integrated ELD instructional practices. The TOSA specifically supports secondary teachers who have a significant number of ELs in the content classroom.</p> <p>The district ensures ELs receive ELD instruction until they achieve reclassification status 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. Teachers with a significant number of ELs are assisted by a paraprofessional in the classroom during ELD, ELA or Math instruction based on the need of the classroom.</p> <p>Use district adopted curriculum; Carousel of Ideas for its K-5 elementary ELD program, Inside and English 3D for middle</p> | Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Elementary Teachers, Secondary Teachers, Teachers on Special Assignment, Department Chairs, ELD Teacher Advisors, and Ventura County Office of Education | 1a Elementary Teacher on Special Assignment (TOSA) for ELs | 1a.86,440      | Title III-EL                             |
|                     | 1b. After school Professional Development by Teacher on Special Assignment (TOSA) for ELs   |   | 1b. 5,000  | Title III-EL   |  |
|                     | 1c. Secondary Teacher on Special Assignment (TOSA) for ELs  |   | 1c. 36,238   | Title III-EL   |  |
|                     | Bilingual Facilitators & Paraprofessionals  |   | 795,630  | LCAP           |  |

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|  | <p>schools and Edge and English 3D for the high schools.</p> <p>1d. Use supplemental materials, specific for English Learners such as bilingual dictionaries, computer based language acquisition programs, and technology resources such as language based applications on student iPads.</p> <p>Provide specialized content classes targeted to the proficiency level of ELs (e.g., SDAIE history, math, Newcomer classes) at some secondary schools.</p> <p>Intermediate EL will be placed in English CP and an ELD support class</p>   |   | 1d. Supplemental Materials  | 1d. 17,150  | Title III-EL   |
|  | <p><b>PROVIDE HIGH QUALITY PROFESSIONAL DEVELOPMENT</b></p> <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> <p>1a. Teachers are released to attend professional development training on specially designed academic instruction in English (SDAIE) strategies in content areas in order to increase comprehensible input and accelerate content access. Teachers are to increase the use of research-based strategies such as “structured academic conversations” to help ELs accelerate language proficiency.</p> <p>1b. Teachers will use a variety of technology-based programs such as Rosetta Stone and Rosetta Stone Advantage to further accelerate the English acquisition of ELs at levels 1-2. A Rosetta Stone support paraprofessional is assigned to support the effective implementation in all secondary classrooms and some K-5</p> | <p>Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Elementary Teachers, Secondary Teachers, Teachers on Special Assignment, Department Chairs, ELD Teacher</p> | <p>1a. Release time for administrators, teachers and paraprofessionals for professional development</p> <p>Technology Supplemental Materials</p> <p>1b. Rosetta Stone District Support Paraprofessional</p> | <p>1a. 10,000</p> <p>70,000</p> <p>1b. 15,000</p> | <p>Title III- EL</p> <p>LCAP</p> <p>Title III-EL</p> |

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|  | <p>intervention programs. The Rosetta Stone support paraprofessional is to further support the teacher to progress-monitor students' language acquisition as measured by the language support program.</p> <p>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.</p> <p>Coordinator of English Learner Services provides targeted and intensive professional learning to administrators and teachers on the ELA/ELD Framework and integration of the English Language Development Standards.</p> <p>Use the Ellevation software to investigate data further with regard to English proficiency, literacy and math achievement 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.</p> <p>Continue to support staff development of Guided Language Acquisition Design (GLAD) and Kagan's Cooperative learning strategies using district trained staff to increase language acquisition, literacy, student engagement, and access to the core curriculum for elementary teachers.</p> | <p>Advisors, and Ventura County Office of Education</p> | <p>Master Plan Revisions/Edits</p> <p>Professional Development for administrators and teachers</p> <p>Ellevation Software</p> | <p>1,000</p> <p>10,000</p> <p>34,000</p> | <p>LCAP</p> <p>LCAP</p> <p>LCAP</p> |
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| <b>C. Required for Year 2</b> | <b>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</b><br>N/A   |  |   |                      |                          |
| <b>D. Required for Year 4</b> | <b>Goal 2 IPA* for items A-B:</b><br><br>CVUSD has met AMAO 1 and AMAO 2 consistently for the past 4 years. However, CVUSD has not met AMAO 3-Adequate Yearly Progress for EL Group at the LEA Level. The contributing factors that have prevented students from achieving academic achievement at the LEA level are addressed by providing teachers and administrators’ professional development on the ELA/ELD Framework, ELD Standards. Teachers will continue infuse the ELD Standards and design language objectives for all content areas. The instructional shifts called out by the California State Standards will also be amplified by layering a focus on the linguistic features across all content areas of instruction.  |  |   |                      |                          |
|                               | <b>Please describe all required modifications to curriculum, program, and method of instruction.</b><br><br>In order to accelerate ELs English acquisition and content access to the core curriculum, there have been several modifications to curriculum, program and method of instruction.<br><br>For one, the TOSA who is designated to support teachers during Designated and Integrated ELD provide specialized professional development for K-5 and secondary teachers. In addition the Coordinator of English Learner Services provides administrators and teachers with training on the selected walkthrough 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. Articulation meetings with the Newcomer Taskforce | Deputy Superintendent of Instruction, Instructional Services Department, Directors, Coordinators, Site Administrators, Counselors, Elementary Teachers, Secondary Teachers, Teachers on Special Assignment, Department Chairs, ELD Teacher | Professional Development in ELA/ELD Framework<br><br>TOSA- EL Program support Designated and Integrated ELD instruction | 10,000<br><br>86,440 | LCAP<br><br>Title III-EL |

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|  | <p>and Secondary Literacy Taskforce will focus on data analysis to inform instruction, identify intervention needs and next steps in professional development. This includes vertical articulation between the elementary, middle and high school teachers.</p> | <p>Advisors, and Ventura County Office of Education</p> |  |  |  |
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\*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.



| LEAs receiving or planning to receive Title III EL funding may include allowable activities. |  | Persons Involved/<br>Timeline            | Related Expenditures | Estimated Cost | Funding Source |
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| E. Allowable Activities  | <p><b>Describe all allowable activities chosen by LEA relating to: SUPPLEMENTARY SERVICES AS PART OF THE LANGUAGE INSTRUCTION PROGRAM FOR EL STUDENTS</b></p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp">http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp</a> for a list of allowable EL activities</p> |  |                      |                |                |
| <b>F. EL Overall Budget</b>  |  | EL 2% for Administrative/Indirect Costs: |                      | 3,220          |                |
|  |  | EL Estimated Costs Total:                |                      | 160,970        |                |

**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. |   | Persons Involved/<br>Timeline | Related Expenditures                        | Estimated Cost | Funding Source                                 |
|---|---|-------------------------------|---|----------------|--|
| G. Allowable Activities   | <p><b>Describe all allowable activities chosen by LEA relating to: ENHANCED INSTRUCTIONAL OPPORTUNITIES TO IMMIGRANT STUDENTS AND THEIR FAMILIES</b></p> <p>1a. A supplemental summer program, specifically for immigrant children is held in the summer. The 6 week intervention program focuses on literacy and developmental English language skills. The summer school teacher is trained to specifically meet the linguistic</p> |                               | 1a. Supplemental Summer Program, EL Teacher | 1a. 7,594      | Title III-Immigrant<br><br>Title III-Immigrant |

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|   | <p>and academic needs of immigrant students.</p> <p>1b. A trained bilingual paraprofessional supports the classroom. She specifically focuses on the students who need more support while the teacher attends the needs of the group.</p> <p>1c. Supplemental Materials for the summer program include language support tools, such as bilingual dictionaries and thesauruses in various languages.</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/immprogrview.asp">http://www.cde.ca.gov/sp/el/t3/immprogrview.asp</a> for a list of allowable Immigrant activities</p> |   | <p>1b. Bilingual Paraprofessional</p><br><p>1c. Supplemental Materials</p> | <p>1b. 3,137</p><br><p>1c. 207</p> |  |
| <p><b>H. Immigrant Overall Budget</b></p> |   | <p>Immigrant Administrative/Indirect Costs:</p> |  | <p>\$1,463</p>                     |  |
|   |   | <p>Immigrant Estimated Costs Total:</p>         |  | <p>\$30,531</p>                    |  |