

Title III LEA Plan Performance Goal 2

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

CDS Code: 37 67991 0000000

LEA Name: Cajon Valley Union School District Title III
Improvement Status: Year 5+

Fiscal Year: 2018-2019

EL Amount Eligibility: \$513,255 Immigrant Amount
Eligibility: \$133,269

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:

A. Required Content

Implement programs and activities in accordance with Title III:

Programs provided via Title III allocations in Cajon Valley will be operated and funded in accordance with Title III requirements. Programs and activities will include:

- Purchasing supplemental primary language reading materials above and beyond the adopted curriculum
- Purchasing Imagine Learning English software licenses for all students meeting the following criteria: CELDT 1-3 in grades K-3, CELDT 1-2 in grades 4-5, CELDT 1 in grades 6-8. These licenses are provided as an augmentation to existing curriculum, extending opportunities for language development opportunities with primary language support.
- Employing counselors to provide trauma-informed care/cultural appreciation training to students and staff. The training sessions are supplemental to the standard district curriculum and professional development, enhancing the district's capacity to better meet the academic and socio-emotional needs of English Learners
- Providing EL LENS professional development to proliferate strategies to enhance academic achievement for English learners
- Providing extended school day and extended school year learning opportunities in conjunction with the Refugee School Impact Grant (RSIG)
- Employing community liaisons to bolster connections between schools and the homes of English learners, with support designed to facilitate greater student achievement.

Use the subgrant funds to meet all accountability measures:

Efforts to meet accountability measures will be addressed throughout the school day in a manner that is differentiated for students' English Language Proficiency levels. Integrated and designated English Language Development will occur at all district sites as called for in the California ELD/ELA Framework. In addition, as a supplemental provision to support student achievement and language acquisition, Imagine Learning English software licenses will be provided to classroom teachers and to students who are CELDT 1-3 in grade levels K-3, CELDT 1-2 in grade levels 4-5, and CELDT 1 in grade levels 6-8. Teachers, EL facilitators, and site administrators will receive weekly updates detailing student usage and progress toward grade level standards as reported by Imagine Learning English. The Director-CPLA will confer with personnel at each site to discuss progress.

The Immigrant allocation of Title III money will be used in part to co-fund a program with the Refugee School Impact Grant (RSIG). The RSIG program is

exclusively for immigrant students, providing a supplemental after school and summer program beyond the scope otherwise available in the district. The RSIG program is open to immigrant refugee students district-wide. Students are provided extended classroom learning opportunities along with enrichment coursework such as robotics and photography. Students also receive social-emotional support through Survivors of Torture. The RSIG program provides opportunities for English language acquisition and academic achievement support during a 4-week summer session, and for at least two hours daily over more than half the school year.

Hold the school sites accountable:

Sites will not receive Title III funds directly. Resources, services, and training will be accounted for through central provision. Oversight and data review will be the responsibility of the Assistant Superintendent of Education Services and the Director-CPLA, in conjunction with classroom teachers, site principals, ELAC/DELAC, district cabinet members, School Board members, and the LCAP committee. The Cajon Valley Union School District undertakes the following monitoring process to ensure English Learners are making satisfactory progress toward interim and annual goals,:

At the school sites

- All EL student records (testing, copies of letters to parents, grades, etc) are kept in an English Learner folder. The folder is updated annually, and accompanies the cumulative folder when the school of enrollment changes.
- All students, including LEP students, will participate in all required elements of the Smarter Balanced Assessment Consortium. Individual and subgroup achievement levels will be used to monitor progress on the state standards.
- The California English Language Development Test (CELDT) will be used for initial assessment and administered annually to measure LEP students' progress toward English proficiency.
- Reclassification criteria include results from the CELDT, CAASPP, district benchmark assessment in English Language Arts, classroom achievement, and parent input.
- Data from the CELDT and the CAASPP will be reported to School Site Councils, Title I meeting attendees, and ELAC; all stakeholders will have access to data through school and district accountability report cards.
- The principal monitors the EL student placement in classes and groupings, ensures appropriate teacher authorizations, visits classrooms regularly to monitor ELD, SDAIE strategy application, and site level implementation of efforts to meet the language and academic needs of EL students.

At the district level:

- Two Bilingual Facilitators provide professional development and support to teachers, principals, and site-based English Learner facilitators to advance the English language development and academic achievement of English Learners.
- All EL student information is recorded in a district database that is accessible to individual sites and teachers to download information.
- The Director-CPLA holds regular meetings with site principals and EL Facilitators to discuss categorical program compliance, Imagine Learning English implementation, integrated/designated ELD, and site level plans pertaining to English Learners.
- The Director of Categorical Programs and Language Acquisition visits all sites to monitor the implementation of the English Learner programs.
- Additional District-wide professional development is provided
 - To front office staff, teaching staff, and administrative staff:
 1. Cultural Appreciation
 2. Trauma Informed Care
 - To teaching staff and administrative staff:
 1. Integrated/Designated ELD
 2. ELD standards
 - To teaching team representatives
 1. EL LENS – supporting teams in supporting EL students
 - To students:
 1. Cultural Appreciation

Promote parental and community participation in programs for ELs:

The district will invite parents of LEP students to serve on advisory committees at the school site level (ELAC) and the district level (DELAC). All schools have a properly constituted English Learner Advisory Committee (ELAC). Each school has a parent representative on the District English Learner Advisory Committee (DELAC). Leadership and parental involvement training will continue to be offered for DELAC and ELAC parent leaders and members. Adult English Language Development and Civics education courses will continue to be provided for parents and community members.

Two bilingual community liaisons facilitate home-school communication for LEP student and immigrant families. The liaisons provide a level of access and communication beyond the normal scope of what district schools can typically deliver. To meet the needs of CVUSD’s large Newcomer population, two community Liaisons will hold introductory meetings with all English learners initially enrolling in an American school. The liaisons will discuss American school norms, school-specific issues, and ways for parents to support of their child’s education. This will include a discussion of the school English Learner Advisory Committee, and introductions to key supporting certificated and classified staff members. All Spanish speaking, Arabic speaking, and Chaldean speaking Newcomer families will be provided with face to face orientation meetings with primary language liaisons. Cajon Valley will contract with an outside company to provide translation of orientation meetings for parents who speak other languages. Liaisons will also provide primary language video resources to ease the enrollment and acclimation process.

The Family and Community Engagement (FACE) office will provide training for parent involvement as funded and defined through the Kellogg grant. The FACE office will also create and curate video resources to support acclimation for English Learners and their families.

Community members, DELAC parents, and all parents of English Learners are invited to take part in the LCAP District planning process through committee participation or survey response. The LCAP, in turn, influences decision-making concerning all LEP programs.

How the LEA will:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)	
B. Required Content	<p>Provide high quality language instruction:</p> <p>The district provides the following to deliver high quality, standards-aligned language instruction based on scientific research:</p> <p>Provision of Board-approved ELA and ELD materials</p> <p>Teachers of all grade levels encouraged to incorporate academic content area concepts into designated ELD time to increase student experience with essential academic language</p> <p><i>Inside</i> has been adopted as an ELD intervention program to meet the needs of English Learners in grades</p>	<p>NA</p> <p>Certificated staff</p> <p>Principals, Middle school ELD teachers</p>	<p>NA</p> <p>No Cost</p> <p>NA</p>	<p>NA</p> <p>NA</p> <p>NA</p>	<p>Base funding</p> <p>NA</p> <p>NA</p>

	<p>4-8 who are achieving below grade level on the English Language Arts standards.</p> <p>Pilot Intervention made available to all Long-term English learners using English 3D</p> <p>Teachers in core content areas have been trained and certified to use SDAIE strategies</p> <p>A three-year effort to train all credentialed teachers in Integrated/Designated ELD and the ELD standards will be continued.</p> <p>Dual language instruction has proven to be effective in supporting higher long term English proficiency development for LEP students. CVUSD is increasing its two-way immersion availability by adding a grade level, and continuing the transition of the K-2 transitional bilingual program into a K-5 maintenance bilingual program.</p> <p>Local assessments and annual CELDT results are used to measure the increase in students' English proficiency. Group data is analyzed and compared to local performance results to evaluate program effectiveness.</p> <p>Local formative assessments and the annual Smarter Balance Assessment in reading and math are used to measure the increase in students' academic achievement. A comparison of the aggregate achievement growth of LEP students with the average achievement of all students will be used to evaluate program effectiveness.</p> <p>Imagine Learning English software licenses will be provided to classroom teachers and to students who are CELDT 1-3 in grade levels K-3, CELDT 1-2 in grade levels 4-5, and CELDT 1 in grade levels 6-8. Teachers EL facilitators, and site administrators will receive weekly updates detailing student usage and progress toward grade level standards as reported by Imagine Learning English. The Director-CPLA will confer with personnel at each site to discuss progress</p>	<p>Director- CPLA, Principals, Intervention teachers</p> <p>Certificated teachers</p> <p>Director- CPLA, EL Facilitators, Certificated staff</p> <p>Director – CPLA, Principals and certificated staff at Language Academy and BMAP sites</p> <p>Director- CPLA, EL Facilitators, Principals</p> <p>Director- CPLA, EL Facilitators, Principals</p> <p>Director CPLA, Principals, Classroom teachers</p>	<p>Materials</p> <p>NA</p> <p>No cost - completed during the work day</p> <p>Supplemental Primary language reading materials for BMAP sites, cross-school collaboration release subs for single strand BMAP sites</p> <p>NA</p> <p>NA</p> <p>Imagine Learning English licenses, support</p>	<p>\$150,000</p> <p>NA</p> <p>NA</p> <p>\$15,000</p> <p>NA</p> <p>NA</p> <p>\$196,192</p>	<p>Title I – SES set aside</p> <p>NA</p> <p>NA</p> <p>Title III - LEP</p> <p>NA</p> <p>NA</p> <p>Title III LEP</p>
--	--	--	---	--	--

	<p>Provide high quality professional development</p> <p>A professional development/instructional program promoting trauma-informed practices and cultural awareness will be provided to all site administrators, teachers, front office staff, and students. Sessions will also be offered centrally to all classified staff. The provision of professional development to classroom teachers in the areas of cultural appreciation and trauma informed care practice is supplemental to the district's general professional development program. Teachers and office staff will be better equip to work with students and families in the effort to promote student achievement and English language development. The trauma-informed/cultural appreciation instruction provided to students is supplemental to the standard district curriculum.</p> <p>All teachers will receive approximately 7 hours of professional development based on the ELA/ELD framework, with an emphasis on the assessment cycle, and ELD (integrated and designated). Teachers will be released by substitutes to train under the guidance of Educator's Cooperative and the Education Services department of CVUSD.</p> <p>All certificated staff will participate in a contractual 6 hours of professional development based on the meta-analysis findings of John Hattie. Teachers will select from a menu of offerings identified as areas of need (principals) and developed by site experts (teacher leaders). Topics falling under the banner of "Visible Learning" include formative assessment and personalized education.</p>	<p>Director- CPLA, EL Facilitators, Counselors, Principals, Certificated and Classified staff</p> <p>Assistant Superintendent – Education Services, Director- CPLA, Coordinator – Education Services, Education Cooperative, Principals, Classroom teachers</p> <p>Assistant Superintendent – ED. Services, ED. Services team, Certificated staff</p>	<p>Counselors' salaries/benefits, training materials</p> <p>Substitutes, Contract with Education Cooperative</p> <p>NA – Contractually calendared work day</p>	<p>\$240,000</p> <p>\$413,500</p> <p>NA</p>	<p>Title III- LEP</p> <p>Title I</p> <p>NA</p>
<p>C. Required for Year 2</p>	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B: Not Applicable</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p>				

D. Required for Year 4	Goal 2 IPA* for items A-B: Please describe the factors contributing to failure to meet desired accountability measures. In addition to having a high number of English Learners, the CVUSD student population is impacted by significant poverty, with nearly 70% of students participating in the National Student Lunch Program. Empirical research has been applied to show poverty as being causal to reduced student achievement, language experience, and language development. Cajon Valley is home to a unique population of English Learners, with many students coming to the district as refugees from the Middle East. Refugee students are more likely to have gaps in their formal education and may have higher likelihood of post-tic-stress-syndrome, both inhibitors to academic achievement and language development. Cajon Valley is also home to more than 250 long-term EL students A district-wide coordinated intervention was not in lace for long-term EL in .				
	Please describe all required modifications to curriculum, program, and method of instruction.	Assistant Superintendent – Ed. Services, all credentialed staff	NA - Contractually calendared work day	NA	NA
Certificated staff members receive 6 hours of training based on leveraging the higher effect-size interventions and instructional approaches identified in Visible Learning (Hattie, 2009).	Accounted for in Section B	Accounted for in Section B	Accounted for in Section B	Accounted for in Section B	
All classroom teachers will receive training in the ELA/ELD framework. The focus for year 1 of the training identifying students’ current abilities and learning needs will enhance scaffolding efforts and personalized learning design.	Director- CPLA, EL Facilitators, Classroom teachers	Stipends, Printing Costs, Materials	\$52,000	Title III – LEP	
A teacher from each team (grade level and or subject area) will be invited to participate in the EL Lens collaborative learning effort. Teachers select from a menu of strategies to employ in support of EL students. Teachers will share the strategies with their teaching teams, and share results at following meetings, where additional strategies will be offered.	Director- CPLA, EL Facilitators, Principals, certificated staff	Accounted for in Section B	Accounted for in Section B	Accounted for in Section B	
Training/Planning sessions on the ELD standards, integrated ELD, and Designated ELD will be offered to all principals and staffs.	Director- CPLA, EL Facilitators, Counselors, Principals, Certificated and Classified staff	Accounted for in Section B	Accounted for in Section B	Accounted for in Section B	
	Director- CPLA, Principals, Intervention teachers	Accounted for in	Accounted for in Section A	Accounted for in Section A	

	<p>The Trauma Informed Care training will be modified, shifting from a focus of awareness and understanding, to a more strategic support model with an emphasis on positively affecting student achievement and language acquisition.</p> <p>A formal evaluation of the district's English learner program will be conducted by district/site leaders in collaboration with San Diego County Office of Education.</p>	<p>Assistant Superintendent – Ed. Services, Director – CPLA, EL Facilitators, Task Force Principals</p>	<p>Section A</p> <p>Paid for in 2015-2016</p>	<p>NA</p>	<p>NA</p>
--	---	---	---	-----------	-----------

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>				
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		\$10,063	
		EL Estimated Costs Total:		\$513,255	

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/ Timeline	Related Expenditures	Estimate d Cost	Funding Source
G. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable</p>	<p>Director CPLA, EL Facilitator, RSIG summer</p>	<p>RSIG teachers/Facilitator stipends, Contracted Community partners, EL Facilitator salary/benefits, Materials, educational field</p>	<p>\$45,341</p>	<p>Title III – IM</p>

	<p>Immigrant activities</p> <p>Summer school (RSIG) will be provided for qualified refugee students to extend learning opportunities. The program will be offered as an extend school day opportunity after school, and as an extended school year opportunity in summer</p> <p>Title III Community Liaisons will provide primary language introductions and orientations to all Newcomer families via bilingual staff (Spanish, Arabic) or third party contracted interpretation. Liaisons will assist in the development of Web resources for Newcomer families.</p>	<p>school teachers</p> <p>Family and Community Engagement Officer, Community Liaisons, Director CPLA</p>	<p>trip cost, transportation to program</p> <p>Liaison salary/benefits, materials</p>	<p>\$163,384</p> <p>\$81,922</p>	<p>Refugee School Impact Grant Funding</p> <p>Title III - Im</p>
	H. Immigrant Overall Budget		Immigrant administrative/Indirect Costs:	\$6,006	
Immigrant Estimated Costs Total:			\$133,269		