

## 2017–18 Title III ESSA Transition Plan

**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:** 10621170000000 **LEA Name:** Clovis Unified School District **Fiscal Year:** 2017-2018

### 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:	Persons Involved/Timeline (Optional)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Required Content</b></p> <p>Provide effective professional development.</p> <ol style="list-style-type: none"> <li>1. Categorical Workshops – additional training above and beyond site training to enhance English Learners engagement and access to content for language development and increase student achievement. EL Coordinators will receive training on the “Blueprint for Effective Leadership and Instruction for English Learners’ Future (BELIEF). These modules will help sites evaluate their ELD Program and fine tune their system. In addition, trainings will include Advancement Via Individual Determination (AVID) and Specifically Designed Academic Instruction in English strategies to intensify instruction and promote collaborative academic conversations.</li> <li>2. Elementary English Learner Professional Learning Community- the purpose of this PLC is to refine school sites’ structure and the implementation of services to English Learners. The PLC is comprised of principals, teachers, district administrators, and EL Teacher on Special Assignment. The PLC will collaborate to define essential components of an EL Program and make recommendations to sites regarding improvements. School Sites will also receive additional resources and in-class coaching to amplify ELD Instruction and build academic language skills using a variety of scaffolds align to the ELD Standards.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Director, Supplemental Services</li> <li>▪ District EL Teacher on Special Assignment</li> <li>▪ Site ELD Teacher on Special Assignment</li> <li>▪ Curriculum, Instruction</li> <li>▪ Assessment</li> <li>▪ Tulare County Office of Education Consultant</li> <li>▪ Coordinators</li> <li>▪ Site designated ELD teachers-</li> </ul> <p>*August 2017-June 2018</p>

	<p>3. Secondary English Learner Professional Learning Community- This PLC consist of designated ELD teachers from each of the intermediate and high schools along with district administrators, and the EL Teacher on Special Assignment. The team meets monthly to analyze data and discuss best practices on targeted instructional strategies to assist with Long Term English Learners and Ever ELs.</p> <p>4. District Grade Level Roll-Outs- Curriculum, Instruction, and Assessment department provides professional development on researched based instructional strategies to differentiate for English Learners in the areas of English Language Arts and Math. Teachers will received training on academic language development, small group instruction, technology resources, and the use of supplemental materials to enhance concepts.</p> <p>5. Technology Professional Development – Provide additional training for teachers and students to enhance their technology curriculum acquisition. To help intensify delivery of instruction with supplemental resources and materials. Provide opportunity for students to acquire technology skills so they can better perform on grade level standards.</p> <p>6. Cultural Competency- Targeted Professional Development to enhance topics relating to a Framework for Understanding Poverty with culturally relevant teaching and under resourced students.</p>	<ul style="list-style-type: none"> <li>▪ Curriculum and Instruction</li> <li>▪ Admin.</li> <li>▪ Director Supplemental Services</li> <li>▪ District ELD Teacher on Special Assignment</li> </ul> <p>*August 2016-June 2018 ongoing</p> <ul style="list-style-type: none"> <li>▪ Curriculum and Instruction Admin</li> <li>▪ ELA, ELD, and Math Teachers on Special Assignment</li> <li>▪ K-12 Teachers</li> </ul> <p>*August 2016-June 2018 ongoing</p> <ul style="list-style-type: none"> <li>▪ Technology Teacher on Special Assignment</li> <li>▪ Classroom teachers</li> <li>▪ Curriculum Instruction and Accountability</li> </ul> <p>*August 2016-June 2018 and ongoing</p> <ul style="list-style-type: none"> <li>• CUSD Administrators, teachers,</li> <li>• Department of Supplemental Services</li> </ul> <p>*August 2016-June 2018 ongoing</p>
--	---	---

Implement effective programs and activities.

1. The English Learner PLC initiative provided teachers and site leaders additional targeted trainings and tools to establish collaboration across grade levels and schools. The recent Data Team trainings enhanced our collaborative culture and provided specific structures for teachers to be highly effective during their PLC meetings. By using data to drive instructions, teachers were able to target and focus instruction to meet the specific needs of all students.
2. The Department of Supplemental Services continues to provide meaningful targeted instructional strategy trainings to all the paraprofessionals who work directly with our English Learner students. Site-based professional development continues to be an emphasis in CUSD. Using the annual need assessment survey, site leaders continue to develop relevant trainings for teachers during professional development days.
3. Teachers on Special Assignment (TSA) from Curriculum and Instruction continue to support Title I schools and English Learners in areas of need. New teachers in primary grades continue to receive additional on-going Early Literacy trainings to improve literacy instruction. All new teachers continue to get additional professional development through the Beginning Teacher Support Assessment (BTSA) Induction Program. Furthermore, support and trainings were provided to teachers regarding the new adopted math textbooks. Professional development in math have included online resources, effective strategies to support conceptual understanding and alignment of assessments to the Smarter-Balanced Item Specifications. Secondary ELD teachers also received trainings regarding the new ELD standards and the ELA/ELD framework. Title I schools continue to work with outside consultants to provide trainings and in class coaching to teachers to improve instructional practices for English Learners.

- Department of Supplemental Services
  - Curriculum and Instruction
  - Transition Services
  - School and district councils and committees. And School Staff.
- \*August 2016-June 2018 ongoing

- Department of Supplemental Services
  - Curriculum and Instruction
  - Transition Services
  - School Staff.
- \*August 2016-June 2018 ongoing

- Department of Supplemental Services
  - Curriculum and Instruction
  - Transition Services
  - School and district councils and committees. And School Staff.
- \*August 2016-June 2018 and ongoing

<p>4. Transition Program – Provide targeted tutorials, mentorship, academic and career counseling above and beyond for English learners to achieve grade level expectations. Before school, during school, and after school</p>	<ul style="list-style-type: none"> <li>▪ Transition Services School and district</li> </ul>
<p><b>Ensure English proficiency and academic achievement.</b></p> <ol style="list-style-type: none"> <li>1. English Learners continue to receive additional appropriate support in the Structured English Immersion and English Language Mainstream programs where daily ELD Instruction is provided by certificated teachers with appropriate EL authorization.</li>   <li>2. The Department of Supplemental Services and Curriculum, Instruction and Assessment continues to provide additional support for schools by providing guidance for appropriate program placement for English Learners. Students are placed in targeted ELD classes by level of proficiency based on diagnostic ELD assessments, CELDT data and district benchmark assessments.</li>   <li>3. Use achievement data from state and local assessments to plan targeted lessons, adjust instructional strategies, plan additional staff development, and develop curriculum knowledge. An annual review of ongoing summative and formative data assists in the adjustment of instruction as well as enables administration and teachers to identify, group, and target students. These supplemental programs, are designed and implemented to address closing the achievement gap and increasing student achievement to each targeted student. Results are used to inform and adjust instruction, curriculum, and professional learning opportunities.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Curriculum and Instruction Admin.</li> <li>▪ Director Supplemental Services,</li> <li>▪ District EL TSA</li> <li>*August 2016-June 2018 and ongoing</li>   <li>• Department of Supplemental Services</li> <li>▪ Curriculum and Instruction Admin.</li> <li>▪ Director Supplemental Services,</li> <li>▪ District EL TSA</li> <li>*August 2016-June 2018 and ongoing</li>   <li>• CUSD Administrators, teachers,</li> <li>• Department of Supplemental Services</li> <li>• Department of Curriculum and Instruction</li> <li>*August 2016-June 2018 ongoing</li> </ul>

Promote parent, family, and community engagement in the education of English Learners.

1. Parent & Community Workshops- Provide training on accessing school information via Parent Connect program. Provide targeted workshops based on Parent Needs Assessment surveys. In addition, hold a conference for parent forums to discuss strategies to help with student achievement.

- Department of Supplemental Services
- Curriculum and Instruction
- Transition Services
- School and district councils and committees. And School Staff.

\*August 2016-June 2018 ongoing

2. CUSD continues to encourage parent and community participation in schools. The district uses a variety of methods to encourage and increase parent involvement. There are parent committees at the district level that seeks additional targeted parent input regarding strategies and involvement. These parent committees include; ELAC, DAC, Migrant, DELAC, and Indian Education Committee. School sites continue to seek creative ways to engage parents and the community through site-based events and meetings.

- Department of Supplemental Services
- Curriculum and Instruction
- Transition Services
- School and district councils and committees. And School Staff.

\*August 2016-June 2018 ongoing

3. District Liaisons serving English Learner Students and families, provide supplemental services to targeted students and families to appropriate resources to gain community and school access. In addition, attending parent-teacher conferences and school activities to assist parents and students to gain content knowledge and develop skills needed to obtain grade level expectation.

- Department of Supplemental Services
- Curriculum and Instruction
- Transition Services
- School and district councils and committees. And School Staff.

\*August 2016-June 2018 ongoing

4. At parent meetings, parents are actively involved in learning about strategies used in the classroom as well as school programs and services. The district's transition coordinator team provides additional support intervention and works directly with parents to foster a positive partnership and promote academic achievement for all students. In addition CUSD utilizes technology to effectively engage and communicate with parents of English Learners and the community at large. Schools are using an added method of communication using Peachjar.com to send flyers, newsletters and event notices electronically to parents through their emails. School websites have links where parents can find more information sent to them through Peachjar.com. The district, its departments, the schools and teachers' websites have been active and updated to give parents additional current information. Parents have access to their child's profile and grades through a secured account in Parent-Connect. The use of the automated telephone system, Blackboard, allows schools and district to call all the parents when necessary. In addition, the district continues to provide translations of documents and information in Hmong and Spanish to parents of English Learners.

5. True to CUSD's Mission, The CUSD Parent Academy for Learning educates parents on how to foster a positive educational environment and school partnership for their children both at home and at school. The Parent Academy is a six week academy, is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools: dedicating a home study location and time of day for homework; creating on- going dialogue with their children' surrounding their academic successes and challenges; sharing with families how to navigate the school system that provides results while discussing children's college expectations; and more. The Parent Academy for Learning is designed to create a bridge between home and school and into post-secondary education. Parents learn about how grades are used for college admittance; what classes are important and needed for children planning to attend college; how to navigate the school system, and other information vital to academic success of their children.

- Department of Supplemental Services
- Curriculum and Instruction
- Transition Services
- School and district councils and committees. And School Staff.

\*August 2016-June 2018 and ongoing

- Department of Supplemental Services
- Curriculum and Instruction
- Transition Services
- School and district councils and committees. And School Staff.

\*August 2016-June 2018 and ongoing

6. The district goes above and beyond making every effort to include parents as an integral part of their children’s educational process. Both at the school and district level, parents are receiving targeted information regarding a variety of topics not limited to notification of EL program placement options, English language proficiency level and progress, CELDT assessments, reclassification process, and graduation requirements. The Department of Supplemental Services provides additional guidance for schools to ensure that pertinent information are sent to parents within the state mandated timeline. The Annual Parent Notification letter of program placement and CELDT results for English Learners are mailed to parents 30 days after school begins or within two weeks of placement during the school year. The parent notification letter is available in both Hmong and Spanish. In addition Automated calls, emails, written notices and personal phone calls are commonly used by schools and the district to invite parents to attend a variety of events or meetings.

- Department of Supplemental Services
  - Curriculum and Instruction
  - Transition Services
  - School and district councils and committees. And School Staff.
- \*August 2016-June 2018 and ongoing

LEAs receiving or planning to receive Title III EL funding may include authorized activities.		Persons Involved/Timeline (Optional)
<b>Other Authorized Activities</b>	<p><b>Describe all authorized activities chosen by the LEA relating to:</b> Supplementary services as part of the language instruction program for English Learner students.</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp">http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp</a> for a list of authorized EL activities.</p> <ol style="list-style-type: none"> <li>1. Curriculum Design Team for EL Instruction. Additional Grade level teams were created to develop differentiated targeted lesson plans for English Language Arts units including specific targeted strategies and scaffolds to help English Learners in developing Oral Language and Academic Language conversations. Benchmark Curriculum provides many opportunity for both academic and oral language development through “Close Reading” and “ Academic Conversation Frames.”</li> <li>2. English Learners at the secondary level are placed in pathway classes with Bilingual Instructional Assistants providing supplemental services with primary language support. In these classes, EL students are receiving additional strategies and scaffolds to access the curriculum and utilize methods for applying precise academic language.</li> <li>3. The development of targeted instructional programs at the elementary level reflects a variety of structures specific to the needs of the EL students and community. Common practices across the district include deployment of ELD instruction, school-wide/grade level specific accelerated Language and ELD blocks. Through the districts accountability model, schools are required to monitor students’ progress toward English Language Proficiency using ELD and benchmark assessments from the adopted curricula. Schools continue to use additional resources and supplemental ELD curriculum above and beyond those strategies including <u>Benchmark</u>, <u>Inside</u> and <u>Edge</u> to ensure that EL students develop proficiency in English while learning the content.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Curriculum, Instruction, and Assessment Dpt.</li> <li>▪ ELA/ELD Teachers on Special Assignment</li> </ul> <p>*August 2016-June 2018 and ongoing</p> <ul style="list-style-type: none"> <li>▪ Integrated and Designated Teachers</li> <li>▪ Bilingual Instructional Assistants.</li> </ul> <ul style="list-style-type: none"> <li>▪ Director Supplemental Services,</li> <li>▪ District ELD Teacher on Special Assignment</li> <li>▪ Program Technician,</li> <li>▪ Transition Intervention</li> <li>▪ CUSD teachers</li> <li>▪ Bilingual Instructional Assistants.</li> </ul> <p>*August 2016-June 2018 ongoing</p>



## Plan to Provide Services for Immigrant Students

Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/Timeline (Optional)
<b>Authorized Activities</b>	<p><b>Describe all authorized activities chosen by the LEA relating to:</b> Enhanced instructional opportunities for immigrant children and youth.</p> <p>*Please see <a href="http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp">http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp</a> for a list of authorized Immigrant activities.</p> <ol style="list-style-type: none"> <li>In addition to core Professional Development, ELD Coordinators, ELD Teachers, Bilingual Instructional Assistants, Instructional Assistants are receiving supplemental training to enhance instructional services, targeting Long Term English learners, and English Learner's not progressing.</li> <li>Providing Private school equitable services to those who qualify and have submitted a letter of intent indicating participation in Title III EL, and Immigrant.</li> </ol>	<p>Director, Supplemental Services</p> <ul style="list-style-type: none"> <li>▪ District EL TSA</li> <li>▪ AVID TSA, Site EL Coordinators</li> <li>▪ Bilingual Instructional Assistants</li> <li>▪ Instructional Assistants</li> <li>▪ Transition Intervention Aides</li> <li>▪ Program Technicians</li> <li>▪ ELD Coordinators</li> </ul> <p>*August 2017-June 2018 ongoing</p> <ul style="list-style-type: none"> <li>▪ Eligible Private Schools</li> <li>▪ Dept. Supplemental Services</li> <li>▪ CI&amp;A</li> <li>▪ Professional Development</li> <li>▪ CUSD</li> <li>▪ Teacher Center</li> <li>▪ Graphic Arts</li> </ul> <p>August 2015-June 2018</p>

	<p>3 Teachers and administrators continue to engage in collaborative PLC meetings where they focus on data analysis and make appropriate instructional decisions to meet the needs of Immigrant students. Using the Multiple Tiered Student Success (MTSS) including a Response to Intervention (RTI) model, teachers carefully monitor students' progress and provide multiple layers of intervention to immigrant students. At-risk students including immigrant students are identified, monitored and provided the following intervention programs across the district: differentiated instruction with small group or one on one in the classroom, targeted instruction by grade level deployment based on proficiency level, after school intervention program and opportunities to participate in summer school sessions designed specifically for language acceleration, intervention, credit recovery and Independent Study.</p> <p>4 Provide Professional Development training in the use of In the USA kit for all EL Coordinators, Learning Directors, and Guidance Instruction Specialist.</p> <p>5 Provide Professional Development training in the use of In the USA kit for all EL Coordinators, Learning Directors, and Guidance Instructional Specialists.</p> <p>6 Acquisition of educational technology and supplemental materials for immigrant students that is above and beyond their core offerings.</p>	<p>Director, Supplemental Services</p> <ul style="list-style-type: none"> <li>▪ District EL Teacher on Special Assignment</li> <li>▪ AVID TSA, Site EL Coordinators</li> <li>▪ Bilingual Instructional Assistants</li> <li>▪ Instructional Assistants</li> <li>▪ Transition Intervention Aides</li> <li>▪ Program Technicians</li> </ul> <p>*August 2017-June 2018 ongoing</p> <p>CUSD teachers</p> <ul style="list-style-type: none"> <li>▪ District EL Teacher on Special Assignment June 2017-July 2017</li> </ul> <ul style="list-style-type: none"> <li>▪ Director, Supplemental Services</li> <li>▪ District EL Teacher on Special Assignment</li> <li>▪ Program Technician</li> </ul> <p>August 2017-June 2018 ongoing</p> <ul style="list-style-type: none"> <li>▪ EL District Admin, Principals</li> </ul> <p>August 2016 ongoing</p>
--	--	--

	<p>7 Recruit immigrant families to participate in parent education workshops, family literacy nights, and/or other districts activities and school events.</p>	<p>Director, Supplemental Services</p> <ul style="list-style-type: none"><li>▪ District EL TSA</li><li>▪ Bilingual Instructional Assistants</li><li>▪ Instructional Assistants</li><li>▪ Transition Intervention Aides</li><li>▪ Program Technicians</li></ul> <p>*August 2017-June 2018 ongoing</p>
--	--	--