

Annual Title III Local Plan Update

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

LEA Name: Napa Valley Unified School District

CDS Code: 28662660000000

Fiscal Year: 2019-20

Plan to Provide Services for English Learner (EL) Students

Please summarize information from district-oriented programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How will the LEA:	Persons Involved/Timeline (Optional)
<p>Provide effective professional development</p> <p>NVUSD adopted ELA/ELD Curriculum in grades K - 8, includes extensive professional development to support ELs,through; 1)effective research-based instructional strategies which are aligned with the ELA program to scaffold and support both content knowledge and language acquisition, 2) progress monitoring and assessment which informs teachers of student language acquisition growth and allows for intervention where progress lags, 3) ongoing support through online community embedded in the curriculum design of the adoptions such that teachers have opportunities to discuss instructional challenges and success with others, beyond the publisher training, in order to sustain professional knowledge during implementation processes.</p> <p>District Academic Specialists assisting with ELA/ELD adoption, provide ongoing professional development to Site Academic Specialists and to Site Leadership Teams on implementing best practices for Integrated and Designated ELD through; 1) monthly meetings with Site Specialists to deepen knowledge for ELA and ELD, which they in turn share with PLCs at the sites, 2) monthly meetings with grade-level specific Content Leads, for the purposes of coaching around best practices for ELD instruction which the Leads use with their teacher colleagues to guide ELA/ELD implementation and support lesson planning at the site level.</p>	<p>District Title III Director, District Academic Specialists, Site Academic Specialists, Director of Curriculum and Instruction: Beginning 8/2015 to 6/2019; First Cycle includes grds 3-5 and 6-8. Second Cycle includes grds K-2.</p> <p>District and Site Academic Specialists representing grds K - 8.</p>
<p>Implement effective programs and activities</p> <p>ELD teachers at middle and high schools support additional language acquisition instruction, in addition to core English, to help English Learner students achieve at high levels by; 1) using ELD standards-based instruction to increase language acquisition for students who are English Learners, through aligned ELD curriculum, 2) support content instruction in other subjects by using ELD instructional</p>	<p>District Title III Director, Site Principals, Secondary ELD Teachers</p>

How will the LEA:	Persons Involved/Timeline (Optional)
<p>strategies for reviewing various elements of such content; i.e. best practices for note-taking, reviewing and supporting vocabulary instruction in the content areas, 3) extending writing practice to put newly acquired vocabulary to use in reports and essays, 4) using AVID strategies for reciprocal teaching - peer to peer - to embed new learning across subject areas for better understanding and with a focus on language development, such that new concepts can be internalized.</p>	
<p>Ensure English proficiency and academic achievement</p> <p>Imagine Learning English (ILE) is used at the Elementary level to support English learners with emergent literacy. ILE can support both native Spanish speakers with early literacy support in Spanish, to provide greater transfer to English once sufficient English skills have been acquired, and can support emergent English for Spanish speakers who have some English language but are still in the process of developing English fluency. ILE provides support in language and literacy, including reading, writing, listening and speaking activities. Reading and writing activities in ILE, practiced as the student gains greater English proficiency, support the same activities in ELA, through the Productive aspects of the ELD standards and for the purposes of developing academic language and critical thought and expression.</p> <p>Rosetta Stone is used at the Secondary level to promote expedient English acquisition. The program provides adaptive specific support to students at the secondary level with activities which support content instruction through content-specific vocabulary, reading and writing instruction as well as listening and speaking practice. The program is available at school and at home and can be access through multiple digital platforms. The use of Rosetta Stone in the ELD classrooms allows teachers to create small groups of students for more targeted language development instruction, where all students have an opportunity to receive scaffolded instruction in their own areas of need.</p>	<p>District Director Title III, Site Principals and Teachers</p> <p>District Director Title III, TOSA Specialist for ELD, Site-Based ELD Teachers</p>
<p>Promote parent, family, and community engagement in the education of English learners</p> <p>District English Learner Advisory Committee (DELAC) and English Learner Advisory Committees (ELAC) at sites are effective vehicles for parent/family engagement. These meetings provide a forum for parent education around systems of instruction relating to English Learners, informing parents about various components of the Title III law, assessment and reclassification. In addition, DELAC meetings are held with food and babysitting provided, such that as many parents as possible can participate in the meetings. Master calendars are submitted in advance, such that all site representatives to DELAC can make arrangements for attending meetings. Parents request additional topics to the mandated schedule, through a needs assessment. Arrangements for addressing those topics are made throughout the year. DELAC sets the precedent for site-based ELACs to follow. Materials and supports</p>	<p>District Title III Director, Coordinator of Parent/Family Engagement, Support Staff for English Learner Services</p>

How will the LEA:	Persons Involved/Timeline (Optional)
are posted in a central digital file, such that site-based ELACs need only replicate the district meetings for their stakeholders. There are 5 DELAC meetings per year.	
District Parent Liaisons have helped to create high-levels of family engagement. Parent Liaisons are classified staff who assist families with all manner of information needs at the site level. Many Liaisons support ELAC, they also work in the front office to support paperwork and information gathering. Liaisons intervene with families who need supports for basic needs, providing them with community resources information. Liaisons also support translations at all levels of the system, including Special Education, parent feedback surveys, and health support.	Coordinator of Parent/Family Engagement, Site-Based Liaisons
Family Resource Centers (FRC) exist at four large elementary schools. An FRC is a location on campus where parents can go to get support for multiple needs; school needs, community resources, tax information, legal information, etc. FRCs were developed from a partnership with a local non-profit, On the Move, and the Executive Director of Elementary Education. The Coordinator of Parent/Family Engagement provides consultation for the centers. The resources the FRC provides allows for marginalized and underserved families in high-risk communities to have one place where they can participate and receive support for all aspects of community engagement and school involvement. The purposes of the FRCs is to help families become established and stabilized within the community, so they can better support their children's educational needs.	Executive Director of Elementary Education, Executive Director of On the Move, Coordinator of Parent/Family Engagement

Other Authorized Activities

LEAs receiving or planning to receive Title III EL funding may include authorized activities.*

*Please see the California Department of Education Title III Authorized Cost web page (<https://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp>) for a list of authorized EL activities.

Describe all authorized activities chosen by LEA relating to: Supplementary services as part of the language instruction program for English learners.	Person Involved/Timeline (Optional)
<p>AVID and AVID Excel are programs operating at schools for supporting English Learners in their pursuits of College and Careers. The purposes of AVID and AVID Excel are to close the achievement gap for all learners in order to have success in college and careers. AVID is a high school program, typically aimed at recently Reclassified English Learners, to support instruction in college and career success by focusing on; writing, inquiry, collaboration, organization, and reading. Students in AVID engage in collaborative activities for maintaining organized notes, asking questions, developing curiosity, imaginative ideas, and developing a love of learning. Specific to English Learners, AVID Excel supports all the learning activities of AVID with additional language acquisition for students at the</p>	<p>High School and Middle School Principals, Executive Directors of Elementary and Secondary</p>

Describe all authorized activities chosen by LEA relating to: Supplementary services as part of the language instruction program for English learners.	Person Involved/Timeline (Optional)
<p>middle school level, with a focus on academic peer support for homework and tutoring, under the supervision of a trained teacher, in order for students to participate and succeed in rigorous coursework.</p> <p>English 3D is a program offered at middle schools where recently reclassified ELs can work on developing oral language proficiency for presentations and speeches. English 3D supports argument and persuasion writing and debate, through engaging activities which support language development of academic vocabulary, standard-English vernacular, and productive aspects of speech.</p>	<p>Middle School Principals, English 3D Teachers, District Specialist for Interventions, Director of Curriculum and Instruction</p>

Plan to Provide Services for Immigrant Students

Please complete the table below if the LEA is receiving or planning to receive Title III immigrant funding.*

*Please see the California Department of Education Title III Authorized Cost web page (<https://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp>) for a list of authorized immigrant activities.

Describe all authorized activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth.	Person Involved/Timeline (Optional)
<p>Additional ELD courses are offered, in addition to core English, to support immigrant children with language acquisition and achieve at high levels by; 1) using ELD standards-based instruction to increase language acquisition for students who are English Learners, through aligned ELD curriculum, 2) support content instruction in other subjects by using ELD instructional strategies for reviewing various elements of such content; i.e. best practices for note-taking, reviewing and supporting vocabulary instruction in the content areas, 3) extending writing practice to put newly acquired vocabulary to use in reports and essays, 4) using AVID strategies for reciprocal teaching - peer to peer - to embed new learning across subject areas for better understanding and with a focus on language development, such that new concepts can be internalized.</p>	<p>Immigrant-Designated ELD Teacher, Site Principals</p>

California Department of Education, May 21, 2018