

CAMPBELL UNION SCHOOL DISTRICT

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June 2, 2016

Local Control Accountability Plan (LCAP)/Local Education Agency Plan (LEA Plan):

This document is the LEA Plan for Campbell Union School District (CUSD) for the 2016-2017 school year. All of CUSD's educational goals are represented in the district and site LCAPs. In those documents the goals, actions, services, and expenditures are listed. In order to receive Title III funding, the LEA Plan must be adopted. Goal 2 of the LEA Plan has been updated for the 2016-2017 school year. In this goal, you will see what we are doing for all students that will also support English Learners (ELs). The plan then goes into detail about how the Title III funds will be used specifically to supplement the education of ELs. These programs and activities are represented in sections B and E. The LCAPs and LEA Plan documents have been aligned to streamline the focus for student achievement.

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: 4369393

LEA Name: Campbell Union School District **Title III Improvement Status:** Year 4+

Fiscal Year: 2016-2017

EL Amount Eligibility: \$201,129 **Immigrant Amount Eligibility:** \$0

Plan to Provide Services for English Learner Students

<p>Please summarize information from</p> <p>district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.</p>	<p>How the LEA will:</p> <p>Implement programs and activities in accordance with Title III</p> <p>Campbell Union School District (CUSD) will implement all programs and activities using the Common Core Standards and ELD Standards to support all English Learners (ELs) throughout the day. Integrated and Designated ELD Instruction will be taught to all ELs to support students in developing English and reaching grade level standards. The use of SDAIE instructional strategies will be used to increased student participation and student understanding of all content areas.</p> <p>Programs and Activities for 2016-2017 (all funding sources, except Title III Funding):</p>
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- Amplify ELA/ELD curriculum and training for K (Integrated and Designated ELD)
- Benchmark ELA/ELD curriculum and training for 1st - 5th (Integrated and Designated ELD)
- In Grades 6 - 8, all teachers will pilot a curriculum in the fall for ELA/ELD (Integrated and Designated ELD). In spring, the plan is to adopt a curriculum (Integrated and Designated ELD). Training will be provided for all stages
- Go Math curriculum and training for 6th - 8th
- Equity Coaches will support teachers by assisting in planning and designing instruction
- Instructional Leadership Teams at all sites will focus on student learning in Professional Learning Communities, including paying particular attention on how English Learners are making progress; Phase 1 - supporting teams at sites needing initial training; Phase 2 - building on knowledge already learned
- ELA (2nd - 8th) and Math (1st - 8th) iReady assessments and instructional programs will be implemented for students
- Zearn will be used at every elementary site next year to support students in our current curriculum, Eureka Math
- Educational associates will work with small groups to provide targeted instruction
- Three ELA Performance tasks will be used at each grade level to provide formative assessment data to support student learning. Collaboration time through the Professional Learning Communities will be used to determine next steps and groupings for instruction
- Math trainings for teachers to gain additional knowledge on mathematical practice, curriculum, or strategies needed to support students
- Various learning circles and training will be offered to teachers in technology, language arts, and math (afternoons and Saturdays)
- Instructional rounds that focus on student learning with a lens on English Learners
- English Learner summer school for grades 3-5. This summer school program will have two teachers (lead and learning) to support ELs in acquiring language and reaching grade level standards. The lead teacher will support the other teacher to design Designated and Integrated ELD that is effective for student learning
- Technology integration coaches at each site to support all teachers in using technology to enhance the instruction and learning opportunities for all students
- Six leaders across the district for Next Generation Science Standards to help to expand district-wide understanding of NGSS by attending PD, creating units, coaching and sharing best practices so all students including ELs have access to NGSS aligned curriculum
- Expeditionary Learning professional development for one elementary site to look at every aspect of a school's instructional program, culture and leadership
- Pathway Awards towards the State Seal of Biliteracy preparation and presentations

Use the subgrant funds to meet all accountability measures - Title III

CUSD will implement all programs and activities using the Common Core Standards and ELD Standards to support all English Learners (ELs) throughout the day. Integrated and Designated ELD Instruction will be taught to all ELs to support students in developing English and reaching grade level standards. The use of SDAIE instructional strategies and embedded technology will be used to increased student participation and students understanding of all content areas.

Programs and Activities for 2016-2017 (only Title III Funding):

- Teachers will work with ELs after school or on Saturdays to support students in acquiring language, in content areas, or with homework
- Supplemental materials to support the instructional needs of Long Term English Learners (English 3D) at one middle school
- 3-day Soluciones Training for some admin, coaches, and teachers focusing specifically on how to close the achievement gap for Hispanic and Latino English Learners
- Additional educational associates to supplement the instruction for English Learners. These additional educational associates will support English Learners at high need sites to support the needs of English Learners above and beyond the core instruction. These educational associates will support the classroom teacher with reviewing, monitoring, and adjusting lessons to meet the needs of English Learners to meet reclassification goals in a timely manner. There will be a lower student to adult ratio with the use of educational associates.
- Additional materials and books will be purchased for sites with a large number of English Learners to support CCSS
- Spanish books will be purchased to promote the continued learning of the primary language
- District and site administrators to attend conferences focusing on English Learners (i.e. CABE, Title III, etc.) to learn more about how to support English Learners and their families. These conferences will focus on research-based practices that are proven to be effective with English Learners. Conference attendees will share their knowledge through PLCs to strengthen site-based EL instruction and programs
- Ongoing professional development for supporting English Learners in writing with the use of Thinking Maps
- Professional development to provide focused support for Spanish-speaking ELs to build on their home language assets and ensure equitable access to curriculum in order to increase language proficiency and reclassification. The ongoing data discussions will inform instruction that will lead to increased achievement in English and Spanish
- After school (ASES) STEAM class will be offered to support English Learners in an additional opportunity beyond the regular day
- Release time for ELD Champions to model effective Designated and Integrated ELD instruction
- Ongoing professional development for ELD Champions and Equity Coaches around planning for Designated and Integrated ELD, the ELA/ELD Framework, or other professional development that supports the instruction of ELs

	<p>Hold the school sites accountable for meeting the accountability measures and annually measuring English proficiency of English Learners</p> <p>CUSD will support all school sites to help implement all programs and activities using the Common Core Standards and ELD Standards to support all English Learners (ELs) throughout the day. Multiple measures will be used and analyzed in the PLC model to identify strengths and areas of growth of English Learners in all content areas to ensure that they meet grade level standards and acquire language.</p> <p>Data to Be Used in 2016-2017:</p> <ul style="list-style-type: none"> • SBAC ELA/ELD • CELDT • iReady ELA and Math • Curriculum embedded assessments in ELA/ELD • Grade level created formative assessments • Benchmark Assessment System (BAS) reading assessments • Other available assessments • LCAP metrics <p>Promote parental and community participation in programs for ELs</p> <p>CUSD is invested in our parental community and will provide programs to support families of ELs. By supporting our families, our English Learners will benefit. The home-school connection is very important and through needs assessments, different classes/trainings will be provided to our community.</p> <p>Programs and Activities for 2016-2017 (multiple funding sources):</p> <ul style="list-style-type: none"> • Math trainings for parents to learn how to support students in math • Classes and childcare will be offered throughout the district, some topics will include positive discipline and adult ESL • Funds will be spent to help and motivate EL parent participation on school leadership committees, including ELAC and SSC at site levels, and DELAC and District Advisory Committees at the district level • Bilingual community liaisons to support parents and meet their needs at the school sites • Translators and translation services to enhance parent and community participation and communication with EL subgroup • Parents will be notified via online newsletters, websites, phone messengers, flyers, and mail of important events occurring in our district in both English and Spanish
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How the LEA will:	Persons Involved / Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content Provide high quality language instruction CUSD will use the newly adopted Designated ELD Curriculum and/or the use of the ELD Standards to design Designated ELD instruction to support students in acquiring language. Supplemental curriculum will also be used to support Long Term English Learners at the middle school level. Programs and Activities to support quality language instruction in 2016-2017 (Title III funds only):				
	1. Teachers/ Throughout the year	1. Hourly pay - personnel & curriculum	1. \$18,000	1. EL Funding (Title III)
	2. Designated ELD Teachers/ Throughout the year	2. Substitutes & contract with Scholastic, supplemental curriculum and training	2. \$7,000	2. EL Funding (Title III)
	3. Ed. Associates/ Throughout the year	3. Three Ed. Associates' Salaries/ Benefits, supplemental	3. \$70,000	3. EL Funding (Title III)
	1. Teachers will work with ELs after school or on Saturdays to support students in acquiring language. 2. English 3D will be purchased. Teachers will receive training on this supplemental program to deliver instruction to middle school students who are Long Term English Learners. 3. Additional educational associates to supplement the instruction for English Learners. These three additional educational associates will enhance the instruction for English Learners at high need sites above and beyond the core instruction.			

	4. Release time for ELD Champions to model effective Designated and Integrated ELD instruction.	4. ELD Champions & Substitutes/ Throughout the year	support	4. \$4,500	4. EL Funding (Title III)
	5. After School (ASES) STEAM classes will be offered to support English Learners. This additional opportunities are beyond the regular day. Additional Designated ELD instruction will be provided by a certificated teacher to ensure that the students have the language they need for the lessons.	5. Teacher/Twice throughout the year	5. Supplemental support, Hourly Pay & Materials	5. \$4,000	5. EL Funding (Title III)
	Provide high quality professional development				
	1. Ongoing professional development for teachers and site administration that will support English Learners in writing with the use of Thinking Maps.	1. Teachers and Site Administrators/ Throughout the year	1. Educational Consultant Fee	1. \$8,000	1. EL Funding (Title III)
	2. Professional development to provide focused support for Spanish-speaking ELs to build on their home language assets and ensure equitable access to curriculum in order to increase language proficiency and reclassification. The ongoing data discussions will inform instruction that will lead to increased achievement in English and Spanish.	2. Experts, Teachers & Administrators/ Throughout the year	2. Supplemental support	2. \$13,000	2. EL Funding (Title III)
	3. District and site admin to attend various conferences (i.e. CAFE, Title III, etc.) to learn more about how to support English Learners (ELs) and how to engage their families. These conferences will focus on research-based	3. Teachers & Administrators/ Throughout the year	3. Substitutes & Supplemental support	3. \$15,000	3. EL Funding (Title III)

	practices. Conference attendees will share their knowledge through PLCs to strengthen site-based EL instruction and programs.	4. Teachers & Administrators/Throughout the year	4. Substitutes	4. \$18,600	4. EL Funding (Title III)
	4. 3-day Soluciones Training for some admin, coaches, and teachers focusing specifically on how to close the achievement gap for Hispanic and Latino EL students. This information gained in this training will continue throughout the school year in the PLC Meetings.				
	5. Equity Coaches and ELD Champions from each site will attend a professional development series that will support the learning of ELs. Coaches and Champs will come back to their sites to share their new learning and support teachers with implementation.	5. Equity Coaches & ELD Champions/Multiple times throughout the year	5. Supplemental support, training, & Stipends for Champs	5. \$15,000	5. EL Funding (Title III)
C. Required for Year 2	Goal 2 Improvement Plan Addendum * (IPA) for items A-B: Please describe the factors contributing to failure to meet desired accountability measures.				
D. Required for Year 4	Goal 2 IPA * for items A-B: Please describe the factors contributing to failure to meet desired accountability measures. Factors: <ul style="list-style-type: none"> • Frozen PI status based on achievement from the 2013-2014 • Reclassification of 1st and 2nd started in the spring of 2014. After initial reclassification of these students, the number of English Learners dropped. There were 263 students fewer in the cohort for AMAO 1 from 13-14 to 14-15. There were 106 fewer students in the AMAO 2M cohort from 13-14 to 14-15. 				

	<ul style="list-style-type: none"> • AMAO targets continue to increase, even though language learning may take some students 7 years to reach proficiency • Changes in accountability • With the transition to common core, CUSD is still trying to determine systems of supports and interventions so that all ELs meet high levels of academic achievement • There was a lack of Common Core aligned curriculum during transition time to Common Core implementation. 				
	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>1. Adoption of new ELA/ELD Materials - Amplify ELA/ELD curriculum and training for TK & Benchmark ELA/ELD curriculum and training for 1st - 5th (Integrated and Designated ELD)</p> <p>2. In Grades 6 - 8, all teachers will pilot a curriculum in the fall for ELA/ELD (Integrated and Designated ELD). In spring, the plan is to adopt a curriculum (Integrated and Designated ELD). Training will be provided for all stages</p>	<p>Person:</p> <p>1. Teachers & Administrators</p> <p>2. Teachers & Administrators</p>	<p>Program/What will Be Purchased:</p> <p>1. Curriculum</p> <p>2. Curriculum</p>	<p>Method of Instruction:</p> <p>1. Differentiation so all students meet targets & scaffolding - direct instruction, small groups, pairs, one-on-one</p> <p>2. Differentiation so all students meet targets & scaffolding - direct instruction, small groups, pairs, one-on-one</p>	<p>Funding:</p> <p>1. 1.4 million (LCFF & Stimulus Funding)</p> <p>2. No additional costs for 2016-2017 (Pilot materials are already at sites.)</p>

	<p>3. Adoption of Go Math curriculum and training for 6th - 8th</p> <p>4. Instructional Leadership Teams at all sites will focus on student learning in the Professional Learning Communities (PLC), including paying particular attention on how English Learners are making progress; Phase 1 - supporting teams at sites needing initial training; Phase 2 - building on knowledge already learned</p> <p>5. English Learner summer school for grades 3-5. This summer school program will have two teachers (lead and learning) to support ELs in acquiring language and reaching grade level standards. The lead teacher will support the other teacher to design Designated and Integrated ELD that is effective for student learning.</p> <p>6. Instructional rounds that focus on student learning with a lens on English Learners. These rounds will be completed by members of each site's Instructional Leadership Teams and at times other teachers.</p>	<p>3. Teachers & Administrators</p> <p>4. Teachers, Administrators, & Consultant</p> <p>5. Students, teachers & Administrators</p> <p>6. Students, teachers & Administrators</p>	<p>3. Curriculum</p> <p>4. Professional Development to support PLCs</p> <p>5. Teacher stipends</p> <p>6. Substitutes</p>	<p>3. Differentiation so all students meet targets & scaffolding - direct instruction, small groups, pairs, one-on-one</p> <p>4. Effective PLC practices resulting in improved student learning</p> <p>5. Differentiation so all students meet targets - direct instruction, small groups, pairs, one-on-one</p> <p>6. Walk-Throughs</p>	<p>3. \$200,000 (LCFF Funding & Stimulus)</p> <p>4. \$39,000 (Stimulus)</p> <p>5. 77,000 (Title I Funding)</p> <p>6. \$5,100 (Site LCFF Funding)</p>
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	7. Additional technology integration coaches at each site to support all teachers in using technology to enhance the instruction and learning opportunities for all students.	7. Technology Integration Coaches	7. Teacher stipends	7. Professional development and one-on-one assistance	7. \$24,000 (Stimulus)
	8. 2012-2017 LCAP English Learner Metrics will be used to analyze if goals will be met.	8. Site Administrators	8. N/A	8. Data Analysis	8. N/A
	9. iReady online instructional lessons will be used to support students in reaching grade level standards in ELA and math. These lessons are customized for each learner.	9. Students & Teachers	9. Contract with iReady	9. Online & customized for each student	9. \$200,000 (LCAP Supplemental/Concentration)
	10. Zearn online licenses will be purchased for all elementary and our home school site to support the Eureka Math curriculum being used at the elementary level.	10. Students, teachers, & families	10. Contract with Zearn	10. Online & supplements the math curriculum	10. \$3,900 (Stimulus)
	11. CUSD will have 6 Next Generation Science Standard (NGSS) Leaders in 2016-2017. These leaders will help to expand district-wide understanding of NGSS by attending PD, creating units, sharing best practices so all students including ELs have access, and delivering school and district-wide PD.	11. Students, Teachers, & Administrators	11. Stipends & Substitute pay	11. Professional development & collaboration	11. \$19,000 (Stimulus)
	12. Release time for ELD Champions will be given to the Champs to model effective Designated and Integrated ELD instruction.	12. Teachers & ELD Champions	12. Substitute teacher pay	12. Modeling & collaboration	12. See cost above in Section B, Required Content #4

	13. One site with a high number of English Learners will be contracting with Expeditionary Learning in 2016-2017 for professional development to look at every aspect of a school's instructional program, culture and leadership. This comprehensive approach would foster cohesion, consistency, and a common vision. The model focuses on core-researched practices to support the whole student and has particular success at transforming schools with high levels of ELs.	13. Teachers & Administrators	13. Contract with Expeditionary Learning, conference, & substitute teacher pay	13. Professional development & collaboration	13.\$50,000 (Site LCFF Funding)
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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: all activities that are consistent with the purposes of the Title III program that ensures that all ELs attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students</p> <p>CUSD will design curriculum to support the needs of the ELs. The teachers will use the standards to drive the instruction and will design the curriculum to support student learning. Supplemental curriculum will also be used to support student learning in all content areas. The goal for ELs will be to acquire language and meet grade level standards. Parent involvement is a critical piece of supporting ELs, so their needs are also addressed.</p> <p>Programs and Activities in 2016-2017 (Title III funds</p>				

	only):	1. Teachers/ Throughout the year	1. Hourly pay personnel & curriculum	1. See cost above in Section B, Required Content #1	1. EL Funding (Title III)
	1. Teachers will work with ELs after school or on Saturdays to support students in acquiring language and meeting grade level content standards.	2. Ed. Associates/ Throughout the year	2. Three Ed. Associates' Salaries/ Benefits, supplemental support	2. See cost above in Section B, Required Content #3	2. EL Funding (Title III)
	2. Additional educational associates to supplement the instruction for English Learners. These three additional educational associates will enhance the instruction for English Learners at high need sites above and beyond the core instruction.	3. ELD Champions & Substitutes/ Throughout the year	3. Substitute Teacher Pay	3. See cost above in Section B, Required Content #4	3. EL Funding (Title III)
	3. Release time for ELD Champions to model effective Designated and Integrated ELD instruction.	4. Site administrators & ELD Champs	4. Supplemental support - take home common core activities in ELA and math - online resources - Spanish and English books - supplemental	4. \$10,007	4. EL Funding (Title III)
	4. Additional English books and materials will be purchased for some sites with a large number of ELs to support the implementation of Common Core and Next Generation Science Standards. Spanish books will also be purchased to promote the continued learning of the primary language.				

				materials to support CCSS ELA and math and Next Generation Science Standards - assessments		
	5. ASES STEAM classes will be offered to support English Learners. This additional opportunities are beyond the regular day. Additional Designated ELD instruction will be provided by a certificated teacher to ensure that the students have the language they need for the lessons.	5. Teacher/Twice throughout the year	5. Supplemental support, Hourly Pay & Materials	5. \$4,000	5. EL Funding (Title III)	
	6. A variety of classes will be offered throughout the district to meet the needs of our families. Some topics of these classes include positive discipline and family literacy nights.	6. Community liaisons, families & outside agencies	6. Supplemental support	6. \$10,000	6. EL Funding (Title III)	
F. EL Overall Budget	EL 2% for Administrative/Indirect Costs:			\$4,022		
	EL Estimated Costs Total:			\$201,129		

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 /	Related Expenditures	Estimated Cost	Funding Source

		Timeline				
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 Immigrant activities</p>	N/A	N/A	N/A	N/A	N/A
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs: \$0				
		Immigrant Estimated Costs Total: \$0				