

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: 30/73635

LEA Name: Saddleback Valley 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)	
Required Content	<p>Provide effective professional development</p> <ol style="list-style-type: none"> 1. Through intentional training and collaboration opportunities for all staff (teachers, administrators, paraprofessionals) who influence instruction. 2. Monitoring and evaluation of content/ELD and instructional practices for academic progress of ELs. 3. Provide school sites with additional support in ELD and differentiation of instruction and extended learning time (ELT). 4. Provide parent and community learning opportunities and services. 	Olivia Yahya
	<p>Implement effective programs and activities</p> <ol style="list-style-type: none"> 1. Adoption of Benchmark Advance will allow educators to better meet the needs of our English Learner (ELs) by increasing English language learning opportunities through Integrated and Designated ELD. 2. To attend trainings, conferences and/or seminars in first best instruction for ELs. 3. To analyze summative and formative data at district and school sites in order to monitor students' linguistic and academic progress through Data Teams/PLCs. 4. Provide additional support to school sites tailored to meet the varied needs of the teachers and students. 	Olivia Yahya
	<p>Ensure English proficiency and academic achievement</p> <ul style="list-style-type: none"> ✓ Conduct Instructional Rounds/Reflective Learning Walks: K-12 Teachers and Administrators will visit classrooms to observe and obtain knowledge on high quality instruction. After the classroom visits, all will gather to debrief and reflect on their own practices in relation to what they observed. Data will determine the school's instructional strengths and challenges; the need for future professional learning and/or revised instructional practices; determine the problem of practice to 	Olivia Yahya

	<p>focus on for the school year.</p> <ul style="list-style-type: none"> ✓ School sites will meet on a regular basis to review students' academic data and progress and determine if there is a need to re-teach, enhance or support. 	
	<p>Promote parent, family, and community engagement in the education of ELs Some of the many opportunities the LEA promotes parent and community engagement are:</p> <ul style="list-style-type: none"> ✓ Providing information to parents through D/ELAC, PTA/PTO/PTSO on: American schooling, "A-G" requirements, identification and reclassification procedures, language and academic assessments and results, importance and opportunities for parental involvement, among some. ✓ <i>The Latino Family Literacy Program</i> – Learn how to develop language and literacy skills. ✓ <i>Parent Project</i> – training in collaboration with the Mission Viejo's Sheriff's Department to provide parents with knowledge and tools to reduce family conflict with children. ✓ <i>The Ten Education Commandments for Parents</i> – Understanding the American school system and culture and how to support their students to be academically successful. ✓ ESL classes for parents. ✓ Family Resource Center – Provides classes in ESL, computer skills, health, nutrition, literacy and parenting; referral to counseling, medical, financial services. ✓ Parent Advocates/Community Liaisons at each school site. 	<p>Olivia Yahya</p>

LEAs receiving or planning to receive Title III EL funding may include allowable activities.	Persons Involved/Timeline
<p data-bbox="121 358 163 764" style="writing-mode: vertical-rl; transform: rotate(180deg);">Other Allowable Activities</p> <p data-bbox="233 139 1520 204">Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <p data-bbox="233 212 1545 386">1) Supplementary services as part of the language instruction program for EL students. An Intermediate and a High School ELD/SDAIE Language & Literacy Coach will co-teach with, model and coach for ELD and content teachers to intensify instruction. There will be a focus on improvement of curricula, material usage and analysis of data to provide best first instruction. Provide high quality professional development for administrators, teachers and parents.</p> <p data-bbox="233 428 1514 529">2) Services for English Learners (SEL) personnel will provide guidance, modeling, resources and professional development to teachers and staff at elementary school sites. Additionally, will provide professional learning to all EL Site Coordinators K-12.</p> <p data-bbox="233 571 1545 711">3) Extended learning time (ELD Summer Enrichment Program for English Learners) to develop academic language. Will partner with Segerstrom Center for the Arts to provide artist in residence to work with students to enhance their academic language through a variety of learning opportunities. An emphasis is on STEAM (Science, Technology, Engineering, Arts and Mathematics).</p> <p data-bbox="233 753 1545 893">4) Establish a <i>Language Academy Program</i> for newly arrived students to the U.S at the Intermediate and High School level. This program will provide intensive support services and promote the rapid acquisition of beginning English, foundational literacy skills, math, and science. The goal is to prepare non-English-speaking students who are new to this country to participate in mainstream classrooms.</p> <p data-bbox="222 956 1446 985">*Please see http://www.cde.ca.gov/sp/el/t3/allowablecosts.asp for a list of allowable EL activities</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
<p data-bbox="98 423 138 735" style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p> <p data-bbox="205 248 1535 321">Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth</p> <ol data-bbox="241 326 1535 800" style="list-style-type: none"> 1. Enhanced instructional opportunities to immigrant students and their families by providing family literacy (i.e., the Latino Family Literacy Project), how to assist their child in being successful in the US educational system, family training and community outreach. 2. Focused professional learning opportunities for administrators, educators and parents regarding language development and First Best Instruction. 3. Parents and educators will have an opportunity to attend the annual CAFE conference as well as the CAFE Regional Parent Conference. 4. Parents and staff will also participate in the Family Involvement Network at the Orange County Department of Education. <p data-bbox="205 878 1535 911">*Please see http://www.cde.ca.gov/sp/el/t3/allowablecosts.asp for a list of allowable Immigrant activities</p>	<p data-bbox="1717 248 1892 280">Olivia Yahya</p>