

Title III Plan 2023-2024
Evaluation of Title III Funded Services and Programs

The Title III plan is revised annually, which includes monitored and updated actions supporting English Learners. Title III funds are used to implement supplemental services that support effective approaches and methodologies for teaching EL students.

The Title III plan includes the following:

- Evaluation of Title III Funded Actions
- 2023-2024 Planned Title III Actions/Services
- English Learner Needs Assessment
- Title III Proposed Budget

Evaluation of Title III Funded Actions and Proposed Revisions

As a result of evaluation and review of the EL Needs Assessment, next steps and/or revisions for the program actions and services are provided.

Action/Service	Evaluation	Next Steps/Revisions
<p>Action 1: Parent Outreach</p>	<p>The Latino Literacy Program is offered and implemented at the majority of the school sites with a greater level of participation at the elementary sites. The program uses dual language picture books for parents to take home and read with their children. As a result of this program, the District observes the following:</p> <ul style="list-style-type: none"> ● Greater active participation of parents of EL students in campus events as well as site and district advisory committees ● Increased sense of community and support for families and students ● Increased opportunities for reading at home in both English and Spanish, which strengthens literacy skills ● Increased opportunities to celebrate bilingual language learners 	<p>With the growing numbers of EL families speaking various languages, the District will continue to implement this program across school sites to increase parent engagement opportunities.</p>
<p>Action 2: Instructional Strategies and Monitoring</p>	<p>The ELLevation program assists with ongoing progress monitoring at school sites by administrators and teachers, completion of EL reclassification, and continued academic monitoring for RFEP students and LTELs. The online program directly impacts timely analysis and intervention for students, assists with parent notifications, and provides teachers with evidence-based high-impact strategies to engage English Learners in all content areas. Evidence supporting this action includes:</p> <ul style="list-style-type: none"> ● Enhanced communication between staff and with parents ● Upgraded reporting and monitoring of student academic progress ● Coordination of processes for monitoring and reclassification ● Coordinated teacher and administrator use of student portfolios, which include goal setting and classroom supports ● Increased access to evidenced-based high-impact strategies 	<p>The District will continue funding the ELLevation program for all EL students across all school sites.</p>

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<p>Action 3: English Literacy Parent Class</p>	<p>Approximately 20 parents participate in the English Literacy classes. The program is conducted weekly and includes use of the Rosetta Stone program and small group collaboration. The goal of the program is to increase English literacy and active participation for all parents that speak a primary language other than English.</p> <p>Outcomes observed include:</p> <ul style="list-style-type: none"> ● Increased parent involvement on campus ● Increased parent literacy skills, which benefit students in the completion of school assignments and additional parent participation on campus 	<p>The District will continue this program to include one meeting session per week. Increased participation may result in another session planned during the week.</p>
<p>Action 4: Supplemental Professional Development</p>	<p>Supplemental professional development, beyond the core curriculum, is provided to assist with increasing high-impact strategies to strengthen the use of all language domains, reading, writing, listening, and speaking. The District provides training that is designed to enhance language instruction for teachers, administrators, and bilingual assistants. Instruction increases student collaboration in the use of academic and content language. Additionally, professional development is provided by the EL TOSA throughout the year to all general education and special education teachers.</p> <p>As a result of these activities, the District observes the following:</p> <ul style="list-style-type: none"> ● Increased student engagement and collaboration opportunities, which result in increased English proficiency ● Increased knowledge of language-based instructional strategies for EL students ● Increased use of targeted instructional strategies, which enhance student engagement and increase access to content 	<p>The District will continue to assess the need for supplemental professional development beyond the strategies in the core curriculum.</p>
<p>Action 5: EL Teacher on Special Assignment (TOSA)</p>	<p>The TOSA provides short-term intervention services specifically designed to accelerate foundational language for newcomers, which may include language assessments, introduction of survival language, and working with teachers to address the unique language needs of ELs new to the country and LTELs. In the 2022-23 school year, the TOSA worked with approximately 20 newcomer students on average throughout the school year. The TOSA provided supplemental professional development to teachers across the District, and provided additional one-to-one support for teachers as requested. The impact of this action include the following:</p> <ul style="list-style-type: none"> ● Newcomer students received additional supports above and beyond the classroom teacher and site bilingual assistants, which included foundational reading skills and basic foundational language for communication ● There was an increase of teachers that had access to a TOSA to model high-leverage strategies in the classroom and assist with the design of targeted lessons to support the specific needs of EL students ● There was evidence of rapid growth of language and foundational reading for newcomers, which resulted in a quicker transition for these students to collaborate and engage in the classroom 	<p>The District will continue to provide this action, which is above and beyond what is provided for core content instruction</p>

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2023-2024 Planned Title III Actions/Services

Action 1: Parent Outreach

- Training and extra duty to support the Latino Literacy Program

Action 2: Instructional Strategies and Monitoring

- ELLevation Software

Action 3: English Literacy Parent Classes

- Supplies and materials

Action 4: Supplemental Professional Development

- Includes facilitated professional development for all teachers
- May include outside consultant and/or EL TOSA

Action 5: EL Teacher on Special Assignment (TOSA)

**Westside Union School District
English Learner Needs Assessment
Title III 2023-2024 Plan**

Data Sources Activities/Services Reviewed	Findings	Possible Reason for Finding	Evaluation of Need Based on Finding (Now What?)
	<p>Guiding Questions: What are the general findings? What trends are observed over time in the data? What claims are areas of concern? Is performance consistent across grade levels? Where is the greatest disparity?</p>	<p>Guiding Questions: What are possible causes for the current levels of performance? What is responsible for the current state? Is the instruction in the core program implementing all resources available through the core program? Are students who need additional support being offered support and taking advantage of it? How do we use our collaborative planning time in addressing on-going student assessment results? Do we honestly adjust our instruction when the results are weak? Does the Master Schedule allow for maximum use of interventions? Opportunities? Are staff members implementing what is learned? When and how does staff examine performance data? How are EL students monitored? How is ELD monitored? Is the instructional day organized to offer ELs access to ELD and core? What are possible causes for reclassification patterns? How is personnel assigned to support at-risk students? Do all at-risk students have access to interventions? Do at-risk students have access to effective and experienced teachers? Do all at-risk students have access to technology?</p>	<p>Create a Need Statement: Needs are expressed as the intended state. Need statements synthesize the findings and possible causes. Need statements are not listed as problems. There is a need to ... Students need opportunities to ... Students need explicit instruction on ...</p> <p>Add what evidence would you look for to show progress? What is the expected progress for students? How will progress be measured?</p> <p>Guiding Questions: Is the need stated as a problem or a need? Does the need statement synthesize information gained from the evidence and the discussion about cause? Does the need statement direct action?</p>
English Learners	Findings	Possible Reason for Finding	Need Based on Finding (Now What?)
<p>Languages Spoken in the District Language Census (Data from Dataquest)</p>	<p>Spanish - 543 students Armenian - 38 students Arabic - 35 students Vietnamese - 31 students Mandarin - 21 Filipino - 20 students Korean - 13 students Farisi - 13 students</p>	<ul style="list-style-type: none"> • There are 701 EL students within the District • The home language for 543 students in the district is Spanish 	<ul style="list-style-type: none"> • There is a need to continue to build a cadre of staff that speak languages other than Spanish to assist and translate in the classroom as well as with parent engagement.

	<p>Russian - 10 students Bengali - 10 students Additional languages less than 10</p>		
<p>School Sites that Meet 15% and above Translation (Data from CDE Dataquest)</p>	<p>Anaverde Hills: 15.33% Hillview Middle School: 15.33%</p>	<ul style="list-style-type: none"> Two District schools exceed 15% of combined EL and FEP students, which may require additional translation needs. 	<ul style="list-style-type: none"> Schools will be notified to ensure translation of appropriate documents to Spanish, as needed.
<p>CAASPP Results for all 3rd through 8th grade English Only (EO) Students (Data from the CDE CAASPP and ELPAC website)</p>	<p>English Language Arts for English Only Students 2022-23</p> <ul style="list-style-type: none"> Level 4 18.06% Level 3 28.90% Level 2 23.81% Level 1 29.24% <p>Math for English Only Students 2022-23</p> <ul style="list-style-type: none"> Level 4 12.08% Level 3 18.98% Level 2 29.43% Level 1 39.51% 	<p>English Language Arts for English Only Students 2022-23</p> <ul style="list-style-type: none"> 46.96% of English Only (EO) students scored at a 3 or 4, which is a slight increase of approximately 2% from 2021-22 53.05% of English Only (EO) students scored at a 2 or 1, which is a slight decrease of approximately 2% <p>Math for English Only Students 2021-22</p> <ul style="list-style-type: none"> 30.21% of EO students scored at a 3 or 4 indicating an approximate increase of 2.8% from 2021-22 68.94% of EO students scored at a 2 or 1 indicating an approximate decrease of 2.8% 	
<p>CAASPP Results for all 3rd through 8th grade EL Students (Data from the CDE CAASPP and ELPAC website)</p>	<p>English Language Arts for EL Students 2022-23</p> <ul style="list-style-type: none"> Level 4 2.10% Level 3 11.21% Level 2 25.70% Level 1 60.98% 	<p>ELA 2022-23</p> <ul style="list-style-type: none"> 13.31% of EL students scored at a 3 or 4, which indicates a slight decrease 86.68% of EL students scored at a 2 or 1, which indicates a slight increase There is a significant discrepancy in the performance of EL students on the CAASPP compared to all EO students EL students scoring at a 3 or 4 on the 	<ul style="list-style-type: none"> EL students need increased opportunities for structured listening, speaking, reading, and writing in the classroom. Therefore, intentional use of English Language Development strategies, both in Integrated ELD and Designated ELD must be in place for EL students. Increased

	<p>Math for EL Students 2022-23</p> <ul style="list-style-type: none"> • Level 4 1.15% • Level 3 8.26% • Level 2 24.08% • Level 1 66.51% 	<p>CAASPP meet one criteria for reclassification; therefore, they may be reclassified during the 23-24 school year</p> <p>Math 2022-23</p> <ul style="list-style-type: none"> • 9.41% of EL students scored at a 3 or 4, which indicates a slight decrease from 2021-22 • 90.59% of EL students scored at a 2 or 1 • There is a significant discrepancy in the performance of EL students on the CAASPP compared to all EO students 	<p>opportunities for speaking and listening will strengthen vocabulary development and literacy.</p> <ul style="list-style-type: none"> • There is a need to continue to strengthen vocabulary, both academic and content language, for EL students. Intentional strategies used during ELD will provide increased opportunities for reading, writing, listening, and speaking within math instruction.
<p>Progress on Summative ELPAC (ELPI Score from 2022 CA Dashboard; 2023 CA Dashboard not available) ((EL 09: Evaluation of Title III 9.1b)</p>	<p>English Learner Progress Indicator ELPI by site 2019 AH: 52.8% High CW: 48.6% Medium DS: 41.9% Low EZ: 35.9% Low GAA: 57.1% High HV: 45.2% Medium JW: 28.1% Very Low LV: Less than 11 students QH: 34% Very Low RV: 45.9% Medium SD: 17.9% Very Low VV: 41.4% Low</p> <p>English Learner Progress Indicator (ELPI) District: 39.8% (Low)</p>	<ul style="list-style-type: none"> • The English learner Progress Indicator (ELPI) represents the EL students that are making progress towards English Language Proficiency. • Because the CA Dashboard was suspended, the last ELPI scores were in 2019. • Based on the 2022 CA Dashboard, the ELPI score has moved from 39.8% (Low) to 42.3% (Low). The current status cut score for the CA Dashboard for the Medium range is 45% to less than 55%. According to the 2022 ELPI level, the District needs an increase of approximately 3% to move from the Low range to the Medium range. • ELPI Status Level by site: <ul style="list-style-type: none"> ○ School sites in Very Low range: AH, DS, EZ, SD ○ School sites in the Low range: RV ○ School sites in the Medium range: JW, QH, VV 	<ul style="list-style-type: none"> • The ELLevation software program is used to continually monitor EL progress. There is a need to increase use by teachers to identify instructional strategies to use with EL students that will target specific language domain weaknesses. • There is a need for increased system development at school sites to use the continuous growth model through MTSS and data teams to increase consistent and intentional intervention programs for EL students.

	<p>Indicator ELPI by site for 2022</p> <p>AH: 31.3% Very Low CW: 55.6% High DS: 33.3% Very Low EZ: 33.9% Very Low GAA: No Performance Level HV: 58.7% High JW: 46.2% Medium LV: No Performance Level QH: 51.7% Medium RV: 36.7% Low SD: 29.4% Very Low VV: 48% Medium</p> <p>English Learner Progress Indicator (ELPI) District: 42.3% (Low)</p> <ul style="list-style-type: none"> 40.2% of ELs progressed one ELPI Level 2% of ELs maintained at a level 4 33.8% of ELs maintained a level 1, 2L, 2H, 3L, 3H 24% of ELs decreased at least one ELPI Level 	<ul style="list-style-type: none"> School sites in the High range: CW, HV School sites with No Performance Level: GAA <p>Areas to continue to monitor may include:</p> <ul style="list-style-type: none"> If 24% of ELs decreased a level on the ELPAC, are these students located on the same school sites? What strategies/programs are in place at CW and HV that may have influenced the increase in English Language Proficiency Scores? 	
<p>Students attaining EL Proficiency based on SBE-approved ELPAC score of overall (EL 09: Evaluation of Title III 9.1c)</p>	<p>Number of students scoring a 4 that were tested within the LEA:</p> <ul style="list-style-type: none"> 93 students <p>Number of students scoring a 4 that are attending the LEA in the 23.24 school year:</p> <ul style="list-style-type: none"> 92 students 	<ul style="list-style-type: none"> Students transition out of the District so both score reports were reviewed. Students scoring an overall 4 on the ELPAC meet one criteria for reclassification. Approximately 13% of students that took the ELPAC achieved an overall score of 4 on the ELPAC. 	<ul style="list-style-type: none"> Students that score a 4 on the ELPAC don't always score at the designated level of proficiency on the NWEA or the CAASPP.

<p>EL Students in Special Education (Elevation)</p>	<p>As of October, 2023, 117 EL students (16.5% of EL students enrolled) are students with a disability and enrolled in special education.</p> <ul style="list-style-type: none"> 69 Speech/Language Impairment 	<p>Areas to continue to monitor may include:</p> <ul style="list-style-type: none"> Is additional professional development needed to identify the difference between language acquisition and a potential disability? What early interventions are in place across the district for EL students prior to assessment for special education? 	<ul style="list-style-type: none"> There is a need to identify early interventions used at each school site prior to assessment in special education. There is a need for professional development for special education teachers and speech teachers to review the criteria for an alternate reclassification from EL to FEP, if appropriate. This professional development would ensure that EL students are reclassified, if appropriate.
<p>EL Students in Special Education making progress towards EL proficiency (EL 09: Evaluation of Title III 9.1b)</p>	<p>2022-23 ELPAC Scores from 117 students:</p> <ul style="list-style-type: none"> Overall 4: 2 students Overall 3: 21 students Overall 2: 55 students Overall 1: 39 students 		<ul style="list-style-type: none"> PD may need to take place for teachers in special education in the area of reclassification.
<p>EL Students in Special Education on Alternate Assessment (TOMs reporting for students that took the alternate assessment within the district)</p>	<ul style="list-style-type: none"> Students taking the alternate assessment scored between 1 and 3. No student scored an overall 4. 		<ul style="list-style-type: none"> There is a need to monitor the alternate assessment results over time to determine if a student may qualify for an alternate reclassification. PD may need to take place for teachers in special education in the area of reclassification.

<p>Number of EL Students Reclassified (PowerSchool) (Reclassification data not available in Dataquest) (EL 09: Evaluation of Title III 9.1e)</p>	<p>Reclassification Rates 2021-22 Total of 71 students district wide at the following school sites:</p> <p>AH: 3 students CW: 2 students DS: 7 students EZ: 7 students GA: 3 students HV: 13 students JW: 16 students LV: 1 students QH: 6 students RV: 4 students SD: 4 students VV: 5 students</p> <p>Reclassification Rates 2022-23 Total of 130 students</p> <p>AH: 5 students CW: 4 students DS: 9 students EZ: 7 students GA: 3 students HV: 32 students JW: 31 students LV: 0 students QH: 12 students RV: 8 students SD: 7 students VV: 12 students</p>	<ul style="list-style-type: none"> • CA criteria for reclassification is an overall 4 on the ELPAC. This is one criteria for reclassification. • NWEA scores were used as one criteria for reclassification when SBAC scores were not available. • There was a decrease in reclassification rates in 2021-2022. In 2022-2023, the reclassification rate was 71 students. • There is an increase of 59 students reclassified in the 22-23 school year compared to the 21-22 school year. • The ELLevation program is used to track and monitor progress of EL students. This program has increased the efficiency in tracking data, which is leading to timely reclassification. 	<ul style="list-style-type: none"> • There is a need for increased professional development for teachers using the ELLevation program. The training will increase knowledge of intentional evidenced-based practices to use with EL students. High impact strategies will increase academic achievement and English language proficiency on the ELPAC. Correspondingly, the Reclassification rate will increase.
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<p>Professional Development including ELD both integrated and designated</p>	<p>PD held for new teachers in the fall of 2023 included ELD, ELD Standards, and writing a language objective to connect to a student's goal in the ELLevation program. PD for new teachers in the fall of 2023 included:</p> <ul style="list-style-type: none"> • Evidenced-based engaging strategies for EL students • Both integrated and designated ELD • Ongoing PD at sites is in place during staff meetings. Additional PD is provided by the EL TOSA. 	<ul style="list-style-type: none"> • Monitoring daily instruction and both integrated and designated ELD occurs at the school sites by site administrators. <p>Areas to continue to monitor may include:</p> <ul style="list-style-type: none"> • Are EL students engaged in learning in all content areas? How can observations and teachers measure engagement? • Do students have opportunities to use all language domains (reading, writing, listening, and speaking) during class lessons? • Are strategies provided in PD applied and reviewed to instill sustainable key site strategies? • How are data teams adding strategies that demonstrate increased student achievement? 	<ul style="list-style-type: none"> • There is a need for increased professional development for administrators that would assist with monitoring EL engagement. • There is a need for PD that will offer strategies to increase EL student engagement in all language domains. PD may include EL Thinking Maps and or Kagan strategies in addition to the strategies used in the core curriculum and supplemental ELLevation system.
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<p>LTEL and at-Risk of becoming LTEL students (Dataquest 22-23) (EL 09: Evaluation of Title III 9.1f)</p>	<table border="1"> <thead> <tr> <th></th> <th>EL 0-3 Years</th> <th>At-Risk 4-5 Years</th> <th>LTEL 6+ Years</th> <th>EL 4+ Not At-Risk of LTEL</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>85</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>1</td> <td>83</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>2</td> <td>52</td> <td>0</td> <td>0</td> <td>5</td> </tr> <tr> <td>3</td> <td>42</td> <td>38</td> <td>0</td> <td>1</td> </tr> <tr> <td>4</td> <td>5</td> <td>49</td> <td>0</td> <td>44</td> </tr> <tr> <td>5</td> <td>4</td> <td>23</td> <td>0</td> <td>53</td> </tr> <tr> <td>6</td> <td>3</td> <td>1</td> <td>45</td> <td>27</td> </tr> <tr> <td>7</td> <td>2</td> <td>0</td> <td>38</td> <td>27</td> </tr> <tr> <td>8</td> <td>2</td> <td>0</td> <td>28</td> <td>24</td> </tr> <tr> <td></td> <td>278</td> <td>111</td> <td>111</td> <td>181</td> </tr> </tbody> </table>		EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Not At-Risk of LTEL	K	85	0	0	0	1	83	0	0	0	2	52	0	0	5	3	42	38	0	1	4	5	49	0	44	5	4	23	0	53	6	3	1	45	27	7	2	0	38	27	8	2	0	28	24		278	111	111	181	<ul style="list-style-type: none"> • LTEL students have decreased from 21-22 from 180 to 111 in 22-23 • At-Risk students have decreased from 21-22 from 153 to 111 in 22-23 • The total number of EL students has increased from 681 in 22-23 to 701 in 23-24 • LTEL students are between 6th grade and 8th grade. • LTEL students at JW and HV have an ELD Support class. EL students at AH and DS have ELD supports included within courses. 	<ul style="list-style-type: none"> • There is a need to continue goal setting with EL students and parents. Goals are documented and monitored in the ELLevation program. • There is a need for increased supplemental interventions for LTELs. During the 23-24 school year the Lexia English program will be available to LTELs as a supplemental intervention beyond the course content.
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Not At-Risk of LTEL																																																						
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<p>Parent Outreach and participation which includes literacy programs, P/T conference</p>	<p>Current Parent Engagement Actions/Services</p> <ul style="list-style-type: none"> *Parent/Teacher Conferences are held in the fall *Participation of parents in the English Literacy Classes *Elementary sites continue to run literacy groups for parents (Latino 	<ul style="list-style-type: none"> • Parent/Teacher conferences were held in the fall of 2023. • Parent English Literacy classes continue for approximately 20 parents across the District. Parents are provided a Rosetta Stone license and collaboration opportunities in groups. This program is facilitated by a district bilingual assistant. Since the full return to in-person learning, this program has declined in participation. The classes are held in-person. 	<ul style="list-style-type: none"> • Based on parent feedback, there is a need for curricular support, which includes how to help students learn concepts in both math and language arts. • ELAC meetings may be moved to include Latino Literacy or other parent engagement events on campus to assist in increasing parent involvement. 																																																							

	<p>Literacy)</p> <p>*All school sites except LV run ELAC meetings. A minimum of 5 DELAC meetings are held each year.</p> <p>*The Empowering YOUth Family Festival is scheduled in the spring of 24. This is an increased outreach for families in the community.</p>	<ul style="list-style-type: none"> ● DELAC and ELAC meetings continue at each school site. DELAC meetings typically include approximately 45 attendees. Each site holds a minimum of 4 ELAC meetings each year. ● Site bilingual assistants continue to provide parent outreach and literacy opportunities through programs such as the Latino Literacy Program. Each school site has at least one bilingual assistant supporting the EL program and parent outreach. New bilingual assistants and vice principals have been trained in the Latino Literacy Program. ● Participation rates at ELAC meetings is low. Most meetings were moved to in-person. 	
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2023-2024 Title III Plan Budget		
	Title III Funds	Allocations and Dispersments
Planned Activities and Services	Budget Reference	23.24 Budgeted Expenditures
Action 1: Parent Outreach		
Supplies - Remote learning kits and workbooks	Materials & Resources	\$250.00
Registration for training-Latino Literacy Trng	Conference (4 persons @ \$200 ea)	\$800.00
Class Extry Duty to attend training & run program outside of school day	Class Extra Duty & Statutories	\$712.00
Action 2: Instructional Strategies and Monitoring		
Ellevation Software	Software Subscription	\$19,887.00
Action 3: English Literacy Parent Class		
Supplies for Literacy Parent Class	Materical & Supplies	\$250.00
Action 4: Supplemental Professional Development		
Supplemental Professional Development	Conferences/Consultant - Kagan	\$8,955.00
Action 5: EL Teacher on Special Assignment (TOSA)		
CERT Salary and Statutories	Cert Staff (30% Title III Funded)	\$53,612.00
Total 2023-24 Title III Anticipated Expenditures		\$84,466.00
Allocation 23-24	\$84,342.00	
Carryover 22-23	\$124.00	
Total Title III Budget	\$84,466.00	