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**Caruthers Unified School District  
2021-22 TITLE III, PART A Plan**

**Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The District supports English language development in the core courses with supplemental materials to increase English proficiency for all English Learners. Provide support for integrated and designated instructional time to increase student access to academic content. Throughout the school year, teacher teams will be provided with opportunities to plan units incorporating ELA/ELD standards and framework. This will continue on an annual basis with an emphasis on integrated and designated ELD time. Administrators, school leaders, and educators will participate in professional development trainings focused on instructional strategies, use of technology and curriculum development as it relates to the ELD standards. Training for increasing English Learners' access to rigorous content and standards will also be provided. Provide professional learning activities for all instructional staff on providing ELD and access to core instruction through distance learning platforms. Provide professional learning opportunities in supporting computer and media literacy for English Learners. Stakeholders involved include, but are not limited to: Parents, SSCs, ELACs, DELAC, Teachers, Consultants, Fresno County Superintendent of Schools' Consultants, Tulare County Office of Education Consultants.

**Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW: N/A**

**Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that

will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The District's main goal is to implement effective programs and activities for English Learners. Crucial to this goal is developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services. To accomplish this, funding will be utilized to:

- Purchase supplemental materials to enhance instructions for our English Learners. Imagine Learning is a district-wide language acquisition program that allows for teachers and administrators to see growth areas and well as areas of need. It supplies resources to address those gaps.
- Provide supplemental ELD training for teachers with an emphasis on the ELA/ELD framework and instruction. Provide professional learning activities for all instructional staff on providing ELD and access to core instruction through distance learning platforms. Provide professional learning opportunities in supporting computer and media literacy for English Learners.
- Provide after-school and out-of-classroom instructional support and experiences to build background knowledge and academic vocabulary.
- Purchase materials, including hardware and/or software that supports distance learning and English Learners' access to computer and media literacy.
- Utilize data systems such as Illuminate to monitor and collect data on the quality of the ELD curriculum and ELD instructional time and determine program effectiveness.
- Continue collaboration between administrators and ELD teacher leadership teams established to guide improved and faster-paced English language acquisition.

All instructional materials, implemented programs, and off-campus activities must be approved by the CUSD Governing Board beforehand.

ELPAC scores, along with ELA/ELD grades, writing samples, teacher recommendation, and Imagine Learning growth all contribute to the accurate assessment and placement of all students. Benchmark data and all other EL progress monitoring data are regularly shared with students, staff, and parents to ensure that student data and placement is both accurate and appropriate.

Caruthers Unified reaches out to all family stakeholders in this process through SSC meetings, DELAC meetings, ELAC meetings, and all regularly scheduled parent meetings. Other stakeholders involved include, but are not limited to, the District EL Coordinator, Site Administrators, Assessment Team (ELD Team), Tulare COE, and Fresno County SoS.

All recommended materials are piloted and evaluated by teacher and administrators alike to find the most effective materials for all stakeholders involved.

**English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

School sites will continue to ensure that all students, including EL students, have participated in completing the Smarter Balanced assessments. In collaboration with the Site EL Coordinator, school administrators, and District EL and Assessment Teams will review student progress through data analysis, monitoring, and observation of EL students and programs. The district will implement the use of an EL Monitoring tool utilized to evaluate ELD students. Information will be shared and discussed during ELD team meetings and professional development meetings. The district will collaborate with schools to identify ELD core and supplemental materials, and associated benchmarks that relate to state-adopted ELD standards. Administrators will continue to collaborate with ELD teacher leadership teams established to guide improved and faster-paced English language acquisition. District and site administrators will assist in determining curriculum needs. Utilizing tools such as Imagine Learning and I-ready, the district will identify curriculum and instructional needs to determine additional supports and interventions necessary for students. The district EL Coordinator will oversee and ensure implementation of the components of the ELD monitoring tool. The Coordinator will work collaboratively with the EL Coordinators and administrators to gather data from the EL Monitoring tool for review and evaluation. This review will determine best practices to improve student outcomes. The district will provide additional instructional services to English Learner students, including support services in specialized programs during school, and in after school programs. Participating stakeholders include, but are not limited to: Parents, EL Coordinator, Assessment Team, EL Site Coordinators, Site Administrators, and Registrars.

The District has recognized the need for a thoughtful, rigorous, overarching plan that provides clear expectations for English language development, integration of ELD standards, progress to reclassification, and follow-up for RFEP students. To this end, the District has consulted with staff, stakeholders, COE and CDE experts, and outside consultants to develop a high-quality English Learner master Plan. The Plan has undergone several revisions with input from the aforementioned groups. Pilot implementation of the Plan has begun in order to determine what parts might be effective and which might need revision. As the District implements its new EL Master Plan, progress will be regularly reviewed, and staff feedback solicited in order to determine specific elements that may be ineffective and may need reworking and elimination.