

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: Lincoln Unified School District

CDS Code: 39 68569
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Fiscal Year: 2023-2024

Plan to Provide Services for English Learner (EL) Students

How will the LEA:	Persons Involved/ Timeline (Optional)
<p>Provide effective professional development:</p> <p>Lincoln Unified School District provided beginning of the year professional development for teachers during a full day of optional PD sessions designed to target how to meet the needs of EL students, newcomer students, and LTELS, as well as how to use local assessment and instructional tools in iReady to support EL students. These beginning of the year sessions were provided by the San Joaquin County Office of Education (SJCOE) Language and Literacy department and Curriculum Associates.</p> <p>The offerings of professional development this year are focused on implementation of integrated and designated ELD, and differentiated instruction for EL students using the core adopted curricula, and supplemented by the assessments, tools and resources provided by iReady, our local ELA and Math assessment and resource platform K-12. iReady professional developers will meet with administrators and grade level teams at each site for customized professional development, increasing administrator knowledge of best practice at the site level, and strengthening and supporting teacher capacity for providing targeted instruction. These customized grade level band meetings include special education teachers, resource teachers, intervention teachers, paraprofessionals and Title 1 teachers, further deepening the knowledge of how to meet the needs of EL students and providing embedded space for collaborative planning to support student achievement.</p> <p>In our analysis of progress for professional learning, we discovered that we needed to offer additional professional development for our classified staff working with our EL students. Lincoln Unified School District will work with the San Joaquin County Office of Education to provide our paraprofessionals with the opportunity to participate in a 5 day professional development series specific to supporting ELL students in the classroom.</p> <p>Through District Wide Collaboration Days, teachers and staff will continue to look at how to disaggregate and monitor EL students and their academic progress in both ELA and math, and how to best meet the needs of EL students through best practice.</p>	<p>Director, Instructional Services</p> <p>Administrators</p> <p>Teachers</p> <p>Primary Language Assistants</p>

How will the LEA:	Persons Involved/ Timeline (Optional)
<p>Implement effective programs and activities:</p> <p>Lincoln Unified School District offers high quality instructional programs for English learners funded through state and local funds as part of the core instructional program. Our curriculum includes supplemental components for English Language Development in Spanish.</p> <p><i>Supplemental to the core program, LUSD uses Title III funding to provide the following:</i></p> <ul style="list-style-type: none"> • Ongoing professional development and opportunities for collaboration to support language instruction and academic achievement for English learners through district and site PD. • Bilingual interpreters who provide additional support for our sites. These interpreters provide additional language support in Spanish for students and families. • Access to a book library funded with Title III and only available to English learners and their parents located at our Parent and Community Resource Center. The purpose of this small library is for parents to read with their children at home and have discussions about the stories. This encourages literacy in the home and supports student success at school. 	<p>Director, Instructional Services</p>

How will the LEA:	Persons Involved/ Timeline (Optional)
<p>Ensure English proficiency and academic achievement:</p> <p>LUSD will ensure that English learners are achieving English proficiency based on the ELPAC, and also meeting the challenging state academic standards. The Director of Instructional Services will work directly with site administrators to ensure that all Title III requirements are implemented across the district. The following are procedures in place to monitor the Title III program:</p> <p>An annual evaluation of services and programs will be conducted and will include an assessment of the progress of student proficiency and reclassification numbers.</p> <p>English learners will receive daily integrated and designated English Language Development. Students are grouped by proficiency level to target language needs of students and teachers provide designated ELD instruction daily in the K-8 setting. In secondary schools, students are clustered by proficiency level and ELD is part of their course schedule. Teachers regularly use student data to inform instructional practices.</p> <p>Site administrators will keep a master schedule or teachers' daily schedule indicating the time for designated ELD, and they observe and monitor ELD implementation and effectiveness.</p> <p>All English learners (and 4 years after reclassification) will be monitored two times per year by their teacher. Students not progressing adequately in language acquisition or academics will be flagged for further support in the classroom and/or provided additional intervention.</p> <p>Teachers will share student progress with parents at parent-teacher conferences. Teachers will be encouraged to share ELPAC and CAASPP results with students and set language and academic goals with students.</p> <p>The Director of Instructional Services will collect evidence from site administrators to ensure the Title III requirements are being met.</p>	<p>Director, Instructional Services</p> <p>Administrators</p> <p>Teachers</p>

How will the LEA:	Persons Involved/ Timeline (Optional)
<p>Promote parent, family, and community engagement in the education of English learners:</p> <p>Both the district and individual school sites have parent and family engagement policies that are reviewed annually with the District English Learner Advisory Committee and site English Learner Advisory Committees, and updated based on educational partner input and program regulations. Communication with families is provided in both English and Spanish, as well as other languages as needed. This includes written communication such as newsletters, report cards, parent notifications, parent meetings, and invitations to family workshops. For our families whose home language is other than English, our district employs interpreters at each school site, and contracts through an outside vendor for languages for which we do not have interpreters. Through the work from our Parent and Community Resource Center, families are engaged in workshops to help them learn about and support their children’s education. Workshops are funded through both local and federal programs, and are offered at various times to fit parents’ schedules. Additionally, LUSD offers the Lincoln Unified Adult School which provides English classes to parents and families of our English learners. In addition to learning English, community partners provide informative presentations to the adult students about subjects of interest related to community information and opportunities as well as supporting their own students.</p>	<p>Director, Instructional Services</p> <p>Administrators</p> <p>Teachers</p> <p>Bilingual Interpreters</p> <p>Parent Educator</p>

<p>How will the LEA:</p>	
<p>Plan to Provide Services for Immigrant Students:</p> <p>Lincoln Unified School District had an increase in their immigrant student numbers which allowed for funding for the 2023-2024 school year. In order to support the needs of immigrant students, a toolkit with resources has been developed to address various areas of support including a robust intake process, district and site level support, and teacher tools for integrating and welcoming students to their class. Administrators, teachers, and bilingual interpreters are just a few of the core team members who will be trained in how to support the educational experience of immigrant students.</p>	<p>Director, Instructional Services</p> <p>Administrators</p> <p>Teachers</p> <p>Bilingual Interpreters</p> <p>Parent Educator</p>