



**Caruthers Unified School District
2023-24 Plan for Title III, Part A
Board Approved on January 22, 2024**

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.

Cultural and linguistic diversity have always been viewed as a resource by District administrators, teachers and the Board of Trustees of Caruthers Unified School District. Identified English Learner students will have equal access to curriculum and instruction provided to all students. These students will learn English; make progress based upon their individual needs through academic instruction; and experience success. The fundamental goal of the program is that students will function successfully in the English language, and be college and career ready -- equipped with skills for life.

Improving the instruction and assessment practices of English Learners has been a primary focus for CUSD. Our LCAP Goal 1, Action 9, is specific to that purpose, and the underlying principle is to provide our English Learners with full and complete access to the curriculum. To this end, the District has provided and will continue to provide staff development that supports and enhances basic ELD instructional programs in both designated and integrated ELD. The Title III funds the District receives supplements the District's commitment by providing targeted professional development. Those activities have included the area of Integrated and Designated English Language Development (ELD).

Staff are trained and supported by in-house and contracted curriculum and instruction specialists who participate in the Fresno County English Learner network. Designated and Integrated ELD training takes place throughout the school year by grade level or grade span. Training is ongoing and provided by ELD specialists. In addition, the District provides learning opportunities that result in further developing the skills of personnel to provide appropriate instructional services to English Learners. Administrators, counselors, teachers, and others are provided on-going training opportunities that include the following:

- Strategies to assist students in the development of a positive self-image
- Cross-cultural understanding and teaching methodology
- English Language Development (ELD) teaching methodology
- Developing Positive Student/Teacher Relationships

Developing Quick Write Strategies (Write to Learn)
Developing Reading Strategies (Reading for Meaning)
Student engagement strategies

As part of professional development and collaboration activities, grade levels review their individual Annual English Learner Monitoring forms and share findings, collaborate on next steps, and plan additional interventions and supports needed. The District's work with teacher collaboration is expected to have a significant two-fold impact on the quality of instruction received by English Learners. The first is based on research that shows that, when teachers are convinced of their collective efficacy, learning outcomes increase for all students. We believe that enhancing the belief that all of our students can learn can have an even more powerful impact for our English Learners. The collaborative teams will also be more capable of using assessments and data to target instruction to the specific needs of learners. This will also have a salutary effect on instruction for English Learners, for whom one size does NOT fit all, and who may come to us with very different needs. The District is committed to providing our English Learners complete access to the full curriculum. With that goal in mind, \$265,000 have been budgeted in the District's 2023-24 LCAP to help reach the expected, improved student outcomes. Title III funds supplement the District's commitment by providing targeted professional development. Those activities have included the areas of Integrated and Designated ELD.

Designated and Integrated ELD training take place throughout the school year by grade level or grade span by District staff. English language development in the core courses is supported with supplemental materials to increase English proficiency for all English Learners. Additionally, the District provides support for integrated and designated instructional time to increase student access to academic content. Throughout the school year, teacher teams are 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 and instruction. Administrators, school leaders, and educators 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 is also provided, as are professional learning activities for all instructional staff on providing ELD and access to core instruction through distance learning platforms. Computer and media literacy for English Learners is supported by instructional staff who take part in professional learning opportunities in those areas. Educational partners involved in planning these activities included parents, SSCs, ELACs, DELAC, Teachers, Administrators, Consultants, and Fresno County Superintendent of Schools' 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.

In 2023-24, the District will receive \$4,682 in immigrant funding that will be used to provide supplemental instructional materials.

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.

The District's main goal is to implement effective programs and activities for English Learners. English Learners receive integrated ELD instruction in all academic classes, and also receive designated ELD instruction. Designated ELD instruction is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. The overall goal of ELD instruction is for students to learn English at the level of a native speaker.

Integrated ELD refers to teachers providing language clarification and language acquisition support during regular content area lessons. The goal for Integrated ELD is for English Learners to learn the content and academic language used in each lesson. ELD instruction appropriate to the English proficiency level of each EL is scheduled during the regular school day and is provided by an authorized teacher. ELD classes consist of students at the same level, or "one level plus" according to ELPAC results. Teachers also provide activities that will promote cross-cultural understanding and the development of a positive self-image. English Only students may not be placed in ELD; EO students are placed in an ELA intervention class if language support is needed.

At Caruthers Elementary School, our English Language Learners in Transitional Kindergarten-6th grade, receive both integrated and designated ELD instruction daily from their homeroom teacher. Teachers design lessons or use ELD curriculum based on the California English Language Development Standards, taking into consideration the student's ELPAC level. English Learners who have less than reasonable fluency must continue to receive ELD instruction until ELD standards have been met and the child has been reclassified Fluent English proficient (RFEP). Curriculum, materials, and approaches are designed to promote the English Learner's second language acquisition of listening, speaking, reading and writing skills; and to learn their grade level content, achieving parity with their native English-speaking peers. EL students who have "less than reasonable fluency" receive daily language development lessons through the pacing of ELD standards, teacher created units and state adopted ELD core curriculum. Various supplemental materials are also used to support mastery with the English language for our EL students. The school provides sheltered instruction (SDAIE) in academic areas and the core content classes have additional support services provided by utilizing bilingual instructional aides. The support services are designed to accelerate ELL students to master core curriculum in English. Teachers are familiar with SDAIE

methodology to support EL's in core classes. Students are grouped by their proficiency level and the Language Objective that addresses their learning goals. Teachers use the ELD standards to guide their instruction and to make sure students are receiving the appropriate support and instruction for their EL proficiency level.

Our ELD programs for 7th and 8th grade students are given during their 1st and 2nd strands. Currently, students are placed in their ELD strands based on their proficiency level. Students that are new to the country and speak no English are placed in B-ELD. Our Level One and Level Two students are placed in ELD A. ELD A is a strand intended for students who have somewhat developed English skills. Our Level Three and Level Four students are placed in ELD B. Students in this strand have moderately or well-developed English skills. The objective in B-ELD is to focus on speaking and listening skills for beginning level English Language Learners. This course helps students develop basic interpersonal communication skills. The goal for students in B-ELD is to move up a level on the ELPAC, which allows the student to progress into the next course. The objective for students in ELD A is to develop the ability to read and write English as an everyday communication. Additionally, learning to write using proper sentence structure. The goal is to have students move up a level on the ELPAC, which allows the student to progress into the next course. The objective for students in ELD B is to help students further their English skills to meet Bridging standards on the state test. Furthermore, students will be working on speaking, listening, reading and writing lessons to prepare for the ELPAC. The goal for ELD B is to move up a level on the ELPAC and exit ELD.

At Caruthers High, or MARC High, English Learners may be placed in ELD 1, 2, or 3. Students in ELD 1 and 2 receive instruction and curriculum geared toward the acquisition of written, understood (heard), and spoken English, and the acquisition of an academic vocabulary. Students in ELD 3 receive instruction in the district's core curriculum through the appropriate language support as indicated by testing. EL's with "less than reasonable fluency" receive ELD instruction from a credentialed teacher and qualified CLAD teacher. The school provides sheltered instruction (SDAIE) in academic areas. Bilingual instructional aides provide support in ELD 1 & 2 and in the core content classes. The support services are designed to accelerate EL's language acquisition and mastery of content area curriculum in English. Teachers use SDAIE methodology to support EL's in core classes. Students are monitored regularly to ensure appropriate placement and effective transitions are available to the mainstream classes. Teachers set high expectations for students and provide learning environments that challenge and motivate students to use the English language frequently and accurately. Instruction is provided through a variety of materials and methods. These students are also supported with differentiated instructional strategies -- including integrated English language development - and materials to meet their language needs. Students demonstrate growth in EL classes by successfully completing the course as evidenced through various assessment tools.

Crucial to the goal of English language fluency 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, Title III funding is 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 as 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, and provide professional learning activities for all instructional staff in providing ELD and supporting students' access to core curriculum. The District provides 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 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. The California ELD Standards guide the curriculum for English Learners. Based on the ELD standards, Caruthers Unified provides the current state-adopted curriculum materials in both designated and integrated ELD. In addition, schools purchase supplemental materials with other site funds to support standards-based ELD instruction. CUSD provides English Learners with instruction using materials deemed appropriate and specifically designed to enable students at each level of English language proficiency to acquire academic English rapidly, efficiently, and effectively.

Caruthers Unified reaches out to all family educational partners in this process through SSC meetings, DELAC meetings, ELAC meetings, and all regularly scheduled parent meetings. Other partners involved include, but are not limited to, the District EL Coordinator, Site Administrators, Assessment Team (ELD Team), Tulare COE, Fresno County SoS and Parent Institute for Quality Education (PIQE). All recommended materials are piloted and evaluated by teacher and administrators alike to find the most effective materials for student success. 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.

The District also understands that, moving forward, it will be in the best interests of our English Learners to continually review our current Title III-funded practices and make

whatever revisions or changes are necessary to align those practices with the English Learner Roadmap.

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: (A) 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 (B) meeting the challenging State academic standards.

School sites will continue to ensure that all students, including EL students, have participated in completing the Smarter Balanced assessments. In collaboration with the EL Coordinator, school administrators and Assessment Team (incorporating ELD Teams) members will review student progress through data analysis, monitoring, and observation of EL students and programs. The District will implement the use of an observation tool (OPTTEL) utilized to evaluate ELD programs. 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 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 iReady and Imagine Learning, the District will identify curriculum and instructional needs to determine additional supports and interventions necessary for students. The EL Coordinator will oversee and ensure implementation of the components of the ELD observation tool. The Coordinator will work collaboratively with the ELD Team and administrators to gather data from the observation 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, ELD Team, Site Administrators, and Registrars.

English Learner Program evaluation seeks to answer three critical questions related to the design, implementation, and evaluation of the District's various programs for English Learners:

1. Is every EL in the district moving up one level on the ELP AC?
2. What is the progress of Long-Term English Learners (LTEL)?
3. How many ELS' are being RFEP each year? How many ELS' that are Special Ed are RFEP?

Grade level teams collaborate during Monday team meetings and during prep times throughout the week. During collaboration, teachers review data from common formative assessments in order to identify trends, patterns, and growth of their English Learner students. Teachers reflect on instructional practices, design intervention plans, and continue to progress monitor in order to review and share data the following week

with their team members. During designated ELD, students will focus on reading, comprehension, and fluency. Listening, speaking, reading, and writing ELD standards will be implemented, along with EL strategies in each designated small group lesson, and the teacher will scaffold to the EL level of the students within the groups. Additionally, students will take formative assessments multiple times throughout the school year in order to monitor instructional practices and growth. English Learner progress is monitored in a variety of ways:

- ELPAC Testing
- EL Folders (Blue Folders)
- Smarter Balanced formative assessments (IAB, FIAB, ICA)
- Classroom performance based assessments
- Grades
- Teacher observation
- i-Ready
- ROLA (Reading Oral Language Assessment)
- Accelerated Reader

Continual academic monitoring is done within the classroom by the general education teacher. Teachers regularly check assessment data for growth or intervention needs. Teachers continually do informal or quick formative assessments on students during designated EL instruction. The Annual English Learner Monitoring Tool is reviewed and completed annually by teachers. Additional supports, ELP AC, teacher evaluation, and assessment data will be reported. District and Site level plans are designed to be responsive to evaluation results that may show that a particular program needs to be modified, enhanced or eliminated.

When a student is RFEP, they will be monitored for four years at the site and district level. These students need to Meet or Exceed Standard for three cumulative years on CAASPP [In math and ELA, or just ELA to prove proficiency as an RFEP student in our district. Students will be monitored twice yearly at the end of each semester grading period. The site will collect data on whether students are passing core content courses, attending school regularly, and the percentage graduating from high school successfully as criteria for success as a RFEP classified student. Site and district coordinators will complete the Annual RFEP Monitoring Tool and make any necessary program or course adjustments for the RFEP students according to how criteria are met. RFEP students are monitored by the following:

- CAASPP (meet or exceed for three years)
- Attendance
- i-Ready
- Grades

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.

Implementation of the Plan is regularly reviewed in order to determine what parts might be effective and which might need revision. As the District continues implementation, progress will be regularly reviewed, and staff feedback solicited in order to determine specific components that may be ineffective and may need adjustments and elimination.