



**Raisin City Elementary School District
2023-24 Plan for Title III, Part A
Board Approved on December 11, 2023**

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.

Over 65% of the students in Raisin City Elementary School District are English Learners, and Improving the instruction and assessment practices of English Learners has been a primary focus for RCESD. Our LCAP Goal 1, Actions 1, 3, and 4 are specific to that purpose, and the underlying principle is to provide our English Learners with full and complete access to the curriculum.

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. 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 by contracted trainers who engage teachers in professional development activities that build the skills and knowledge of staff to use data to plan interventions, and the evidence-based strategies to conduct those in supporting 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

These activities are on-going throughout the year, involving initial training, follow-up support from trainers and the school principal.

As part of professional development and collaboration activities, teachers regularly review the academic progress of their individual English Learners and share findings, collaborate on next steps, and plan additional interventions and supports with other staff. 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, as we know that one size does NOT fit all, and our students come to us with very different needs.

The District is committed to providing our English Learners complete access to the full curriculum. Within that goal, more than \$350,000 has been budgeted in the District's LCAP to help reach the expected, improved student outcomes. Title III funds supplement the District's commitment by providing professional development in strengthening instruction for English Learners, and to provide high-interest and culturally relevant supplemental reading materials to address individual learners' needs.

Throughout the school year, teacher teams are provided with opportunities to plan units incorporating ELA/ELD standards and framework. 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, SSC, ELAC, DELAC, Teachers, Administrators, Consultants, and Fresno County Superintendent of Schools' Consultants. 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.

Enhanced Instructional Opportunities for Immigrant Children and Youth (ESSA SECTIONS 3115(e)(1) and 3116) -- Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Identified immigrant students, previously in the District and new to the District, are provided services through the Fresno County Superintendent of Schools Migrant Education program. The District receives less than \$1,000 of funding to provide enhanced instructional opportunities for immigrant children and youth. Those funds are used to provide supplemental 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.

English Learner students 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 English Learner is scheduled during the regular school day and is provided by an authorized teacher. 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.

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.

Additionally, the District has Reading Corp tutors to provide struggling readers the support to move from decoding levels to learning to read. This program is research-based and has proven to show results. English Learner students are provided intervention support from certificated staff, with paraprofessional support, including supplemental services offered after school. These services are based on an assessment of the student's level of language development, and include using oral language strategies and visuals, graphic organizers, manipulatives and hands-on-instruction to increase the academic outcomes. Teachers use supplemental supplies for leveled interventions, including manipulatives and hands-on-activity kits, and rich literature taking into account the background of students portrayed in the acquired literature. Enrichment and physical activities for English Learner students are integrated

into the After School Program. In addition to providing on-going monitoring of English Learners redesignated as Fluent English Proficient (RFEP), the District provides additional supports, including supplemental services after school, rich, culturally-responsive literature, and tutoring so that they can continue to make progress.

ELPAC scores, along with ELA/ELD grades, writing samples, teacher recommendation, and iReady growth data 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. Raisin City Elementary reaches out to all family educational partners in this process through SSC meetings, DELAC meetings, and all regularly scheduled parent meetings. Other partners involved include the principal, teachers, Fresno County Superintendent of Schools, and consultants. 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 RCESD Governing Board beforehand. Any materials purchased with Title III fund are used to supplement and enhance the basic curriculum.

The District is also developing a plan for systematically creating the necessary conditions to implement, with integrity, a Dual Immersion program to support primary language fluency and the acquisition of the English language with fluency. The purposes of the program will be:

1. To promote high levels of oral language proficiency and literacy in both Spanish and English for English Learners and Low-Income students.
2. To achieve proficiency for English Learners and Low-Income students in all academic subjects, meeting or exceeding district and state standards.
3. To cultivate an understanding and appreciation of other cultures and to develop positive attitudes toward fellow students, their families, and the community.
4. To increase the number of English Learners and Low-Income students who complete the State Seal of Bi-literacy at high school graduation.

When implemented, the Two-Way Dual Immersion Program will include the four research-based factors that contribute to the success and sustainability of dual language programs. These are:

- (a) pedagogical equity,
- (b) effective bilingual teachers,
- (c) active parent participation,
- (d) knowledgeable leadership and continuity.

The implementation will provide professional development for staff and a structured, thoughtful implementation that will prepare students for success; our Title III activities contribute to this long-term goal. The program is expected to continue to the eighth grade. Students will develop their primary language skills, while transferring those skills to attain effective English Language acquisition.

Using students' academic progress metrics as measures, our efforts over the last few years appear to be having a lasting and positive impact on performance in the classroom. State assessment results from 2022 showed that percentages of students meeting or exceeding standard in both ELA and Math increased from the prior year. All student groups more than doubled the percentages meeting standard in math. English Learner students showed an increase in ELA as well. A deeper look at the 2022 SBAC data show that the patterns of performance were similar for both Low-Income students and English Learners, with the greatest percentage of students Below Standard in writing, followed by reading. Low-Income students were at 56.2% and 46.5%, and English Learners 61.8% and 50.8%, respectively. These results are significantly increased from the prior year. Additionally, teachers' ratings of the implementation of state standards in ELD improved from 2.7 on a scale of 1-5 to 3.3. Based on these positive outcomes, the District will use the 2023-24 Title III funds allocation, plus any carryover, for the following services:

- Imagine Learning supplemental materials

- English 3D supplemental materials

- Contracted training through Fresno County Superintendent of Schools

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.

The school principal, instructional staff members, with support from Raisin City ESD staff will review student progress through data analysis, monitoring, and observation of EL students and programs. Anticipated to be approved by the state in 2023, the District will implement the use of an observation tool (OPTEL) utilized to evaluate ELD programs. Information will be shared and discussed during instructional team meetings and professional development meetings. The District will collaborate with our educational partners to identify core and supplemental materials, and associated benchmarks, that reflect state-adopted ELD standards. The principal will collaborate with the teacher leadership team and contracted consultants to guide improved and faster-paced English language acquisition. 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. District staff will oversee and ensure implementation of the components of the ELD observation tool. The principal and instructional staff will collaborate 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 partners include Parents, School Leadership Team, Site Administrator, and Consultants.

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?

School teams collaborate during professional development team meetings. 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
- Smarter Balanced formative assessments (IAB, FIAB, ICA)
- Classroom performance based assessments
- Grades
- Teacher observation
- i-Ready
- Reading Corps
- AR

Continual academic monitoring is done by the classroom teacher. Teachers regularly check assessment data for growth or intervention needs. Teachers continually do informal or quick formative assessments on students during designated ELD instruction. Academic progress is reviewed and completed annually by teachers. Additional supports, ELPAC, 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. These students need to Meet or Exceed Standard for three cumulative years on CAASPP in 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 school will collect data on whether students are passing core content courses, attending school regularly, and the percentage transitioning to high school successfully as criteria for success as a RFEP classified student. Site staff may 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 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.

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 percentage of English Learners making a year or more progress in acquiring English language skills increased from 37.5% in the baseline year to 51.6% in 2022. After having 0% reclassifications between 2016 through 2021, Raisin City Elementary School has raised its reclassification rate to 12.9% in 2022. We will continue to build upon the actions to provide extra support for English Learners, especially 1.4, to sustain the increases in reclassification through 2023-24 and beyond. These data appear to demonstrate that our efforts over the last few years are bearing positive results, as do the CAASPP data cited above. However, the 2022 state assessment and Dashboard data for ELA, ELD, and math data indicate that the District's English Learner students remain in need of intervention support from certificated staff, including supplemental services offered during and outside of the regular school day, including before school extended learning sessions, tutoring, and summer school.