

**Laton Unified School District
2023-24 Plan for Title III, Part A
Board Approved on November 8, 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.

Laton Unified School District is taking several approaches in its professional development for Title III. The district employs an instructional coach who works with teachers on strategies to support English learners' (EL) and English language development (ELD) pedagogy. The instructional coach works with teachers throughout the year to discuss the effectiveness of their strategies, achievement, and progress of EL students toward proficiency in English. In addition, the District is also participating in Evidence Based Literacy Instruction (EBLI), a program that targets literacy instruction and support for all grade levels. Teachers have participated in professional development to prepare them in this program and its strategies. Administrators and District personnel have taken part in the professional development to ensure support and clear expectations for students and teachers.

All professional development for TK-12, is designed to improve the instruction and assessment of English learners along with improving teachers and site administrators abilities to understand and implement curricula, assessment practices, and measures for English Learners. The focus of the professional development and its presentation is as follows:

ELA/ELD/Math: Professional Learning and Coaching

- Grades K-6: Continue professional development and coaching and tiered supports for classroom instruction for all teachers and support staff for each grade level. In-classroom support is provided throughout the school year for individual teachers who need extra training as indicated by the District data reports.

- Leadership: Professional leadership and support, including PLC support and development with targeted grade levels (one grade level per site) to enhance adult collaborative structures and bolster tiered intervention supports for students including:

1. Planning days - 1 day per grade level per quarter revisiting of PLC concepts and review of progress along with development of tiered supports for academics.

2. FCSS and District coaching as needed based on data for subject matter coaching in real time -- coach observes, meets and provides feedback and support.

3. The District allocates five professional development days districtwide, per year.

In setting up this professional development, a shared level of accountability will be in place to advance student learning and collective responsibility for achieving it. Grade levels and subject area departments will be provided time a minimum of two times a month to meet as Professional Learning Communities (PLC's). This collaborative structure will revolve around student data and examination of student learning. The results from these meetings will be shared with the site administration. In addition, site administration will check for the frequency of strategies and pedagogy used by classroom teachers through informal classroom observations and formal observations. Principals will report their site's findings and progress to the Superintendent. The Superintendent will examine the reports/progress from each site and analyze how it fits into the District's goals for student success and achievement

Improving the instruction and assessment practices of English Learners has been a primary focus for LUSD. Our LCAP Goal 1, Actions 2 and 9 are specific to that purpose, and the underlying principle is to provide our English Learners with full and complete access to the curriculum. Within that ideas in mind, \$178,000 has 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.

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 [ESSA sections 3115(e)(1) and 3116] --
Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Laton Unified School District does not accept Title III - Immigrant funding. Students enrolled in the District who may be identified as immigrant are placed with the District's English Learner program and will go through the process of determining their language proficiency. Through Fresno County superintendent of Schools, the District is part of the Migrant consortium that provides direct services to migrant families. However, these services are not attached to Title III funding.

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.

Laton Unified School District has provided professional development training in Designated and Integrated ELD instruction. Throughout the school year, the District's academic coaches works with teachers to provide in-classroom coaching on cooperative learning strategies. For grades TK-6, students are assessed through Smarter Balanced Assessment Consortium (SBAC) scores, English Language Proficiency Assessments for California (ELPAC) scores, teacher evaluations, and District benchmark assessments. These assessments are used to determine students' needs for support, and to place them appropriately into literacy and proficiency level groups for English learners. Groupings are done by English proficiency level, teacher input, and according to grade level. TK-6 daily instruction involves SDAIE and scaffolds that provide language support throughout the instructional day. Students in 7th and 8th grades have ELD designated time built into their daily schedule. Students in middle school are placed in ELD 1 or ELD 2, depending on placement data. Students in 9 to 12th grade are placed in ELD A or ELD B. Their placement is based on their ELPAC score. The following materials are used to provide supplemental instruction and intervention for English learners in need of extra support:

- Long Term English Learners (LTELs) - HMH's English 3D/Read 180
- Long Term English Learning K-6 – HMHs Wonders
- Collections - Houghton Mifflin Harcourt

The District has benchmark assessments in place to track student progress. The benchmark assessments include reading, writing, and math inventories. The reading and math benchmarks are given three times a year to all students to help identify intervention groups, monitor progress, drive instruction and determine growth in the area of language and literacy.

Laton Unified School District prioritizes funding for high needs by partnering and consulting with multiple educational partners, which results in following outcomes:

- Teachers: provide input and analyze data during structured PLC time to determine grouping and student need. Teachers participate in District professional learning to implement ELA/ELD standards, ELD strategies and data collection and analysis. When needed, the District's ELD coach is available to model lessons, coach staff on strategies and develop lessons to target reading and writing and ELD standards.

- Principals- support teachers and analyze benchmark and other high-stakes assessment reports as needed throughout the school year to support teachers address areas of greatest need, as well as provide additional resources to supplement the existing curriculum. Principals use the data as a guide to approve expenditures.

- Paraprofessionals- support the classroom teachers as needed to facilitate targeted groups of students to strengthen skills in targeted areas.

- Specialized instructional support. The District's instructional coaches attend all professional learning offered by the District to address the needs of English learners and helps to coach our staff on implementing strategies and using curricular and

supplemental resources. The site principals provide support to coaches by ensuring the schedules reflect student need, time to plan and design ELD lesson instruction and demonstrations and provide any materials they might need to support teaching and instructions. Additional training is provided through FCSS and Tulare COE.

- Parents are included in ELAC, DELAC and School Site Council meetings to address needs and concerns. Needs and concerns are recorded by the site principals and used to make decisions regarding financial needs. Educational courses that provide parents tools for improved communication with school sites regarding their child's education are provided. Parents of English learners have taken advantage of PIQE. This is a six-week class parents sign up for that teaches them how to support their child be successful in school. PIQE offers a variety of courses. At the end of each session, parents suggest course to direct us as we continue to provide support for them, the students and teachers. The DELAC, composed of parents of English Learner students, is asked to review the District's plan for Title III expenditures, as are members of the ELAC at each school site. Since Title III activities are created to supplement and enhance the actions described in the LCAP, the draft LCAP is presented to both DELAC and ELAC. Feedback on how best to meet the needs of our English Learners is incorporated into the plan. DELAC members who request may also review the LCAP in Spanish in order to offer specific thoughts on each district goal more easily.

LUSD recognizes the need for continuous improvement. For this reason, the District has developed a Board-approved foundation plan for continuous improvement that includes providing resources and supports for all student populations by:

1. Development of District community culture and communication.
2. Development of effective and aligned assessment systems.
3. Support of leadership capacity building for collaborative decision-making structures.
4. Development of comprehensive student's behavior supports.
5. Providing professional learning and coaching to strengthen instructional practices to increase student achievement.

The state performance metrics and indicators are used to measure the progress of English Learners, particularly in relation to their peers in other student groups. As addressing inequities in educational outcomes is one of the primary goals for which federal funds are appropriated, it is among the District's fundamental purposes. The District also uses local interim assessments to measure the progress of English Learners during the school year.

The activities supported by Title III funds are integrated with the District's Two-Way Dual Immersion Program. In order to improve students' academic outcomes and close achievement inequalities in ELA, Math, and English Language Development that exist between our at-risk pupils and those statewide, the District provides a District-wide Two-Way Dual Immersion Program in Spanish and English. The purposes of the program are:

1. To promote high levels of oral language proficiency and literacy in both Spanish and English.

2. To achieve proficiency 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. Qualify for State Seal of Bi-literacy.

The Two-Way Dual Immersion Program is intended to be implemented with the four 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 Dual Immersion Master Plan has been revised, updated, and implemented to reflect the above principles and practices. The program includes culturally enriching experiences, including educational field trips that build knowledge and experiences to support learning and language acquisition.

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 District has a variety of tools that enable school sites to retrieve achievement data on state and local assessments. Aeries makes a variety of relevant data available, including English Learner progress. These data help us identify students not making expected progress so we can implement changes before the student gets further behind. Initially and throughout the year, school sites are presented with relevant data on all students including English Learners. Through our weekly PLC time, data collection/analysis, student placement and various conversations between teachers and site administration and the Superintendent that focus on student progress. The quarterly benchmark assessment allows for an appropriate level of frequency to monitor student performance and plan interventions.

At the school site level, staff review the data and determine the levels of intervention required for students not making satisfactory growth. In collaborative meetings, teachers look at grade level data to collectively analyze needs of the students and devise classroom strategies including interventions for English Learners. Teachers and other staff meet regularly to track student progress, including English Learners, and adjustments are made in levels of instruction needed and appropriate instructional strategies. Communication between the district and site level staff is frequent and specific to English Learners who are not making progress. Site and district staff

collaborate to identify English Learners who are at-risk of becoming LTEL or who are already considered LTEL to determine appropriate supports, including instructional materials, supplemental materials, communication with parents and other staff, and graduation requirements for high school students.

The District expectation is that English Learners will progress by at least one level each year on the State language assessment. For English Learners scoring at the lowest level on the State language assessment, this means that they should reach proficiency in English and be eligible for reclassification within four to five years. Progress for English learners on the State language assessment is monitored year to year with the expectation that all will show at least one level of growth. For those English learners who do not show growth, the District helps sites to identify these students and collaboratively devise an individual learning plan tailored to English Learner students' needs.

The District is able to monitor individual English learners through the use of multiple measures, including the state Language assessment (ELPAC), CAASPP, district benchmark data generated through a variety of assessments, and formative assessment from the classroom. The state performance metrics and indicators are used to measure the progress of English Learners, particularly in relation to their peers in other student groups. LUSD also uses local interim assessments to measure the progress of English Learners during the school year. As eliminating achievement inequalities is one of the primary goals for which federal funds are appropriated, it is among the District's fundamental purposes.

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

1. Is every English Learner in the District moving up one level on the ELPAC?
2. What is the progress of Long-Term English Learners (LTEL) and how is the District responding to their needs?
3. How many English Learners are being Redesignated each year? How many English Learners that are Special Ed have been Redesignated?

After multiple data sources on EL students are collected and analyzed, the District will determine the findings and create a plan for next steps. 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.