



DATE: June 13, 2019

AGENDA TOPIC: Annual Title III Local Plan Update

PRESENTER: Ellen Hamilton, Director of State & Federal Programs

BACKGROUND INFORMATION:

Criteria, guidance, and resources for local educational agencies (LEAs) to meet the provisions of the Local Control and Accountability Plan (LCAP) Federal Addendum Title III, Part A – Language Instruction for English Learners and Immigrant Students.

The following plan is also embedded into the Local Control Accountability Plan Federal Addendum.

RECOMMENDATION:

Approval of the plan is required.

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: Willows Unified School District

CDS Code: 11-62661-0000000

Fiscal Year: 2019-20

Plan to Provide Services for English Learner (EL) Students

Please summarize information from district-oriented programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How will the LEA:	Persons Involved/Timeline (Optional)
<p>Provide effective professional development</p> <p>Professional Development is the program schools and the school districts use to help ensure that educators continue to strengthen their practices throughout their careers. Effective Professional Development can engage teams of teachers, other staff members and administrators in focusing on the improvement needs of their students and selves. While they learn and problem solve together, they continually expand their knowledge and skills to implement the best educational practices. To support English Language Development, WUSD will provide Professional Development to coach and support teacher/practitioner growth to increase student learning and technology use in the classroom. Teachers will visit other schools using the same ELA/ELD curriculum program and incorporate new strategy models they learned or observed. Professional Development will also be provided for key players who play a role in supporting high quality education for English Learners. At least twice a year, the WUSD ELD Team will also review the ELD Master Plan to revise, update entry and exit procedures, and collaborate to discuss important issues, share strategies and ideas, and support one another.</p>	<p>Teachers and Administrators</p>
<p>Implement effective programs and activities</p> <p>Willows Unified School District (WUSD) is committed to developing students' academic English language proficiency and a positive self-image; students' reclassification to Fluent English proficiency; as well as all stakeholders' appreciation of the cultural and linguistic diversity English learners bring to the community. In order to achieve these goals, WUSD will use the California English Learner Roadmap as a guide for the ELD program:</p> <ul style="list-style-type: none"> • A clear and set vision and mission with research-based principles to guide planning and continuous improvement 	<p>Teachers, Administrators, Students, and Community</p>

How will the LEA:	Persons Involved/Timeline (Optional)
<ul style="list-style-type: none"> • English Learners' success and learning, woven into the LCAP as central to practices, as everyone's responsibility • Focus on English proficiency, proficiency in multiple languages, and recognition of the role of home language in supporting English and overall literacy • Responsiveness to diverse EL needs • College and career readiness and preparation for civic participation in a global, diverse, multilingual 21st century world • Valuing and building on linguistic and cultural assets students bring using culturally responsive curriculum and instruction • Focus on a safe, affirming, and welcoming school climate and culture • Language development in and through content, integrated across curriculum (Integrated ELD), along with protected time (Designated ELD) for use • Explicit commitment to leadership knowledgeable of and responsive to English Learners • On-going ELD professional development using high leverage instructional strategies • Track English Learner progress and make changes to ensure growth • Use academic language and ELD strategies in all core subjects • All teachers will use common assessments to inform instruction <p>The goal of the English Language Development (ELD) program for English Language Learners (ELL) is to develop the student's oral and academic language skills in English, enabling students to attain grade level proficiency. The curriculum focuses on the developmental acquisition of language through the use of a sequential, communicative and meaning centered approach. ELL students are placed into an English Language Development program which takes into account the English proficiency level of the student. ELL students will be instructed in ELD by a teacher credentialed and/or certificated for ELD instruction. Bilingual Instructional Aides and Instructional Aides, may support and assist the ELD teacher.</p> <p>English Language Mainstream Classroom</p> <p>This is a classroom in which the students are native English speakers or English learners who have already acquired reasonable fluency in English. Qualified teachers work to provide assistance through instruction designed for students learning English. Teachers and primary language aides, as appropriate, assist the student in learning English and the core curriculum. Teachers are well trained and use multiple instructional approaches to achieve the objective of all students meeting state standards. Materials for the English Mainstream classroom are the state adopted core curricular materials in English. These are enhanced by use of visuals, manipulatives, and other resources which increase student understanding. English Language Development materials are as noted above. The District will continue to fund the purchase of supplemental materials; Designated and Integrated ELD professional development opportunities to enhance teacher growth and learning; appropriate training to</p>	

How will the LEA:	Persons Involved/Timeline (Optional)
<p>increase staff awareness and sensitivity to cultural diversities of our student population; and strategies to allow increased student access to the total curriculum.</p>	
<p>Ensure English proficiency and academic achievement</p> <p>Teachers and Administrators will monitor EL students throughout the school year to ensure that they are developing academic, linguistic, and social skills and knowledge to their fullest potential in order to participate effectively in our multicultural society. District EL teachers and support staff will monitor students throughout the year using data (e.g. ELPAC, CAASPP, SOLOM, formal and summative Assessments) to identify instructional and curricular areas needing more attention. The District has adopted state approved materials that are aligned to ELA/ELD Standards. All ELL pupils will receive English Language Development in Reading, Writing, Listening and Speaking. When appropriate, ELL students will receive primary language support in the core curriculum until their transition to English speaking is determined to be adequate for success. All pupils will receive instruction in multicultural education to enhance their development and self-esteem. EL students are expected to meet all state grade level content and performance standards for promotion and graduation.</p>	<p>Teachers, Administrators, and Students</p>
<p>Promote parent, family, and community engagement in the education of English learners</p> <p>Addressed in the LCAP.</p> <p>The Willows Unified School District has a District English Language Advisory Committee (DELAC) that meets twice a year to focus on parents and families of English Learners. The meetings are designed to allow parents opportunities to better understand what is occurring in the schools as well as provide information related to state and federal level programs and funding. The meeting gives parents an opportunity to voice their opinions and gives the district and schools appropriate feedback to improve services and programs for the District's EL students. One of the goals for WUSD is for School site administrators and staff to actively recruit and seek parents/guardians, from at least two targeted subgroups (such as EL) to provide input to others or to become members of one or more existing leadership committees. Another goal is to also provide Parent education nights.</p>	<p>Teachers, Administrators, Students, and Community</p>

Other Authorized Activities

LEAs receiving or planning to receive Title III EL funding may include authorized activities.*

*Please see the California Department of Education Title III Authorized Cost web page (<https://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp>) for a list of authorized EL activities.

Describe all authorized activities chosen by LEA relating to: Supplementary services as part of the language instruction program for English learners.	Person Involved/Timeline (Optional)
<p>Hiring of ELD aides to work with students with limited English proficiency or working with groups of children in small group settings.</p> <p>Using Rosetta Stone as a supplement to help newcomers develop their English proficiency skills.</p>	<p>ELD Teachers, Administrators, and Students- All year long</p> <p>ELD Teachers, Administrators, and Students- All year long</p>

Plan to Provide Services for Immigrant Students

Please complete the table below if the LEA is receiving or planning to receive Title III immigrant funding.*

*Please see the California Department of Education Title III Authorized Cost web page (<https://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp>) for a list of authorized immigrant activities.

Describe all authorized activities chosen by LEA relating to: Enhanced instructional opportunities for immigrant children and youth.	Person Involved/Timeline (Optional)
<p>Does not apply to us.</p>	

California Department of Education, May 21, 2018