

California Department of Education

LCAP Federal Addendum System

Title III, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

The CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, CDE staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Response from Escalon Unified:

EUSD is committed to ensuring that all students learn at high levels. This includes our English Language Learner (ELL) population which comprises about 20% of overall student enrollment. In order to support the varied needs of our English Language Learners, the District will continue to offer professional development opportunities both within and outside of the district (through partnership with San Joaquin County Office of Education) to classroom teachers, site and district administration and all other instructional staff.

District instructional coaches maintain Tier IV Guided Language Acquisition Design (GLAD) certification. This allows the District the ability to offer on going professional development and support to all instructional staff. A 7-day GLAD training is annually delivered to new hires and principals. The targeted professional development provides staff with research based instructional practices designed to meet the needs of ELLs. In addition, Instructional coaches continue to support implementation fidelity of GLAD strategies, lesson planning, and ongoing coaching across the District to all other previously trained teachers. Furthermore, PD will be offered to instructional assistants and other classified personnel that support ELL students. Topics will include language development, literacy and differentiated instructional strategies.

EUSD TK through 5th grade and 6th-8th grade teachers piloted ELA/ELD and supplemental ELD curriculum

respectively during the 2018-2019 school year; with an adoption of new curriculum in the Spring of 2019. The District will continue to support curriculum implementation with fidelity by providing targeted professional development. A focus of the curriculum selection process included strong English Language Development components (both integrated and designated). Relatedly, curriculum PD will focus on the best way to deliver and differentiate instruction for ELLs. The District will support high school staff in selecting supplemental ELD curriculum and subsequently offer targeted PD with a similar emphasis.

EUSD will continue to partner with the SJCOE Language and Literacy department to provide targeted training that focuses on the California English Language Development Standards and their alignment to the CCSS for ELA/Literacy; using ELD and ELA standards in tandem; and ELD instructional delivery during designated and integrated ELD time. In addition, the District will partner with SJCOE to provide further training in the ELPAC assessment and its relationship to the CCSS for ELA and ELD.

In order to provide programming options for ELLs, the District will facilitate PD that is specific to teachers, instructional support staff and site administration in the district operated Dual Language Immersion Academy. Professional development will be supported by attendance to conferences such as CAFE and ongoing partnership with the Central Valley Dual Language Consortium.

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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.

Response from Escalon Unified:

All elementary school sites provide bilingual instructional assistants to support immigrant students in their primary language within the classroom setting.

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Title III Programs and Activities

ESSA SECTION 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.

Response from Escalon Unified:

EUSD will continue to support English Language Learners by providing both integrated and designated English Language Development (ELD) across all school sites in the district. A minimum of 150 minutes of designated ELD will be delivered to all students that have yet to be reclassified fluent English proficient. Designated ELD time will be built into daily schedules at the elementary level. At the middle and high school levels ELLs will receive designated ELD during one of their class periods within their class schedule. In addition, integrated ELD will be delivered to all English Language Learners throughout the instructional day. During the 2019-2020 school year, EUSD will conduct action research in order to determine the best instructional strategies to support ELLs in the classroom. Select evidence-based strategies will be identified, implemented and monitored. Pre and post data will be gathered in order to identify the most

impactful instructional strategies to be used with students of varying ELPAC levels and to support ELD proficiency with CCSS standards. Instructional coaches will facilitate the action research and will subsequently assist in providing support to instructional staff in replicating the results that are determined to be the most impactful.

In order to provide even more targeted support during designated ELD, District administration and Instructional Coaches will continue to support site administration and instructors in determining the best way to deliver designated ELD, such as determining the best way to allocate school resources based on student ELPAC level; determine ways to extend District adopted ELA and ELD curriculum; and support the continued development of teaching ELD and ELA standards in tandem. This will be supported in part by peer coaching; modeling lessons and instructional practices; and constructive feedback.

EUSD will monitor student academic progress of all students including ELL's with both local benchmarks and state summative assessments. ELL's that are determined to need additional support will be offered before and after school tutoring and tutoring on Saturdays (select schools) as means of providing additional support. Similarly, in partnership with SJOCE Migrant Ed. any ELL student that is also eligible for migrant services will have the opportunity to participate in additional after school tutoring. Tutoring will focus on expanding/extending instruction on the CCSS using district adopted curriculum.

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English Proficiency and Academic Achievement

ESSA SECTION 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.

Response from Escalon Unified:

All EUSD teachers will continue to implement District adopted core English Language Arts and English Language Development curriculum during integrated and designated ELD. In addition, teachers will continue to implement GLAD and other evidence-based practices to support ELL students within their classrooms. EUSD will continue to monitor the academic progress of ELLs in order to ensure continued growth towards English proficiency and State academic standards. Through the monitoring process data from various assessment tools, including district benchmarks and formative classroom assessments are analyzed. Furthermore, the results from summative ELPAC and summative CAASPP are analyzed at the student level in order to determine that students continue to show a growth trajectory. Throughout the school year, student data is shared with classroom and content area teachers. During PLC collaboration time, teachers at the site level review student data (e.g. District benchmark assessments, formative classroom assessments, curriculum embedded assessments etc.), and jointly analyze student need. Through the process they identify students who need additional supports and select classroom strategies that are subsequently implemented to support struggling students including ELLs. To monitor the effectiveness of interventions and classroom strategies used, teachers track student progress with the use of progress monitoring assessments. If additional supports are needed, teachers consult with District Instructional Coaches and site Education Specialists. Relatedly, the District will continue to use the Student Data Review Team (SDRT) process. Teams of District experts meet twice yearly at school sites to:

- 1.

Identify students needing additional supports and 2. monitor student progress (including English Learners and reclassified RFEP students). SDRT meetings allow District experts, such as instructional coaches, speech therapists, school psychologists, and special education teachers to name a few, the opportunity to provide immediate consultation and supports that promote continued student achievement. Through the SDRT process RFEP students will continue to be monitored for four years after reclassification. At the District level Instructional Coaches, Site Administrators and the Assistant Superintendent of Ed. Services will also continue to monitor ELL student progress. When a student or group of students is identified as being at risk of becoming a Long-term English Learner (LTEL), District Instructional Coaches will provide support. The support may include working with classroom and/or content area teachers in assisting with the selection of supplemental instructional materials, modeling instructional practices and assisting with lesson planning to support student growth.

The District will also continue to work on establishing an updated reclassification process with the input of stakeholders such as ELAC and DELAC. The updated process will support ongoing monitoring, data review and when necessary intervention. The reclassification process will be used concurrently with other District processes to support ELL students with English acquisition and progress towards state standards. Both site and district level teams will continue to meet and analyze student data to support ELL student achievement and English proficiency. The Data analyzed will include: grades, local assessment benchmark scores, summative CAASPP and ELPAC data. At the District level, site administration, instructional coaches and the Assistant Superintendent of Ed. Services will meet twice yearly to review similar data, monitor progress and determine additional supports. The District team will partner with the San Joaquin County Office of Education Language and Literacy Department as needed to augment supports and ensure continued to growth.

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Title III, Part A Contact

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

Contact Name

Ricardo Chavez

Contact Phone**and Optional Extension**

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