

**Escalon Unified School District  
Title III Plan: June 2022**



## **Title III Professional Development**

### **ESSA SECTION 3115(c)(2)**

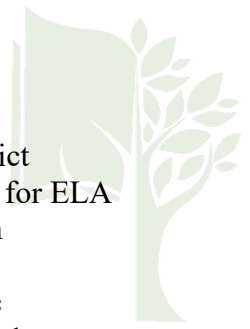
Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

The Escalon Unified School District (EUSD) is committed to connecting with and serving all students. This includes our English Learner (EL) population which comprises about 15% of our overall student enrollment. To support the varied needs of our English Learners, the district will continue to offer professional development opportunities both within and outside of the district. Professional Development opportunities will be provided through partnership with the San Joaquin County Office of Education (SJCOE), Solution Tree and other outside vendors. Training will be provided to classroom teachers, site and district administration and all other instructional staff.

Two of our three District instructional coaches maintain Tier IV Guided Language Acquisition Design (GLAD) certification. This provides the district the ability to offer ongoing professional development and support to all instructional staff. During the 2022-2023 school year, a 7-day GLAD training will be delivered to new hires and principals. The targeted professional development will provide staff with research based instructional practices designed to meet the needs of ELs. In addition, instructional coaches will 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 who support EL students.

Professional development topics will include data analysis, language development, literacy, and differentiated instructional practices which support listening, speaking, reading, and writing. EUSD adopted TK through 8th grade ELA/ELD and supplemental ELD curriculum respectively during the 2018-2019 school year. The 2022-2023 school year will mark the 4<sup>th</sup> year of curriculum implementation. Teachers will continue to receive targeted training on the ELA and ELD standards, and how to best meet the standards with current curriculum adoptions. Relatedly, curriculum PD will focus on the best way to deliver and differentiate instruction for ELs. 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. In addition, the district will provide further training on the ELPAC assessment and its relationship to the CCSS for ELA and ELD. Additionally, EUSD is partnering with Solution Tree© to provide training on Response to Intervention and differentiated instruction, with a focus on EL needs.

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. Relatedly, Professional development will be supported by attendance to conferences such as CAFE and ongoing partnership with the Central Valley Dual Language Consortium. In addition, the district will encourage CAFE membership by paying DLI teacher membership dues.

## 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.

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

## 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.

EUSD will continue to support English learners by providing both integrated and designated English Language Development (ELD) across all school sites in the district. A minimum of 150 minutes (weekly) 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 ELs 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.

Student data including summative ELPAC data will be gathered and analyzed 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 implementation of best instructional practices.

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. This may include: determining the best way to allocate school resources based on student ELPAC levels; 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 EL'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 a means of providing additional support. Furthermore, Summer School programming will be offered to English Learners who require additional intervention during the summer of 2022 (through learning loss and mitigation grant funds—COVID funding). Similarly, in partnership with SJOCE Migrant Ed. any EL 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.

## English Proficiency and Academic Achievement

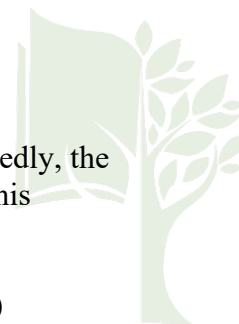
### ESSA SECTION 3116(b)(2)(A-B)

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.

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 to ensure continued growth towards English proficiency and State academic standards. Through the monitoring process data from various assessment tools, including district benchmarks (i.e., Renaissance Star Reading Assessments) and formative classroom assessments are analyzed. Furthermore, the results from summative ELPAC and summative CAASPP are analyzed at the student level 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, common formative 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 ELs. 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, intervention teachers and site education specialists. Relatedly, the district will continue to use the Student Data Review Team (SDRT) process. Through this 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 implementing the 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 growth. The use of the Ellevation platform, which will be used starting with the 2022-2023 school year will also support better EL data management, reclassification and access to teacher instructional supports.

To provide ongoing targeted support and professional development, the district will continue to support a full-time instructional coach during the 2022-2023 school year, who work with educators in meeting the needs of EUSD's English learners.