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.

Improving the instruction and assessment practices of English Learners has been a primary focus for FUSD. Our LCAP Goal 3, Actions 3, 6, 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.

To this end, the district has provided and will continue to provide staff development that supports and enhances basic ELD instructional programs and to both designated and integrated ELD. The Title III funds the district receives supplements the district’s commitment by providing targeted professional development. Those activities have included the area of Integrated and Designated English Language Development (ELD). Staff were trained and continue to be trained by the Tulare County Office of Education (TCOE) ELA/ELD Staff Development and Curriculum Specialists. Designated and Integrated ELD training take place throughout the school year by grade level or grade span by TCOE ELA/ELD Staff Development and Curriculum Specialists.

Professional learning has included an entire day set aside for ELD professional learning. Marshall, Malaga and Fremont Elementary School teachers participate in ELD training with an emphasis on the reading and writing tasks. Fowler High School and Sutter Middle School staff focused on integrating listening and speaking skills. District ELD support teachers and instructional coaches follow up these trainings with observations, modeling, and coaching to reinforce learnings.

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. This will also have a salutary effect on instruction for English Learners, for whom one size does NOT fit all, and who may come to us with very different needs.

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.

The district receives a small amount of funding to provide enhanced instructional opportunities for immigrant children and youth. Those funds are used to provide bilingual classroom aides for intervention and support.

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.

The district is committed to providing our English Learners complete access to the full curriculum. Within that goal, more than $500,000 has been budgeted 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 area of Integrated and Designated ELD. Designated and Integrated ELD training take place throughout the school year by grade level or grade span by TCOE staff.

To supplement the core program, English Learners are encouraged to participate in activities intended to support progress and achieve proficiency in English. After-school tutoring is offered at all levels. Both certificated and classified staff provide in-school support for English Learners. At the secondary level, the district seeks to ensure that English Learners have access to a broad curriculum and activities, including opportunities to participate in college preparation activities, AP courses, and CTE/ROP programs. Though not funded with Title III monies, these supplemental opportunities are an important experience for our English Learners.

Designated and Integrated ELD are implemented at all sites. Implementation of each is monitored by site administration through walkthroughs and monitoring of student achievement. Monitoring of lesson plans, grouping, progress, and student achievement takes place at all sites during early release times.

Unless otherwise appropriate, students are placed in an Structured English Immersion (SEI) program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials.
Instruction is based on ELD and grade-level content standards. Students receive additional supports needed for them to be reclassified as fluent English proficient.

FUSD teachers continue to refine their ELA/ELD lessons to ensure ELD standards are met at the TK-12 levels. Content area lessons include specific focus on integrated ELD, engagement strategies, and checking for understanding in order to meet the needs of all students, including English Learners.

Data on each English Learner is collected regularly and utilized for measuring proficiency and academic achievement, along with progress monitoring, reclassification, parent notification, and to develop individual learning plans. Site and district administration monitor student progress throughout the school year.

The district also provides the following evidence-based actions and services specifically directed to EL students to continue academic gains on state and local assessments and close achievement gaps between English Learners and the district-wide student population:

- EL curriculum and instruction experts to provide professional development;
- ELD intervention and supplemental materials and Reading/Literacy/ Technology instructional programs;
- Multiple district-wide Academic Coaches to provide intervention services;
- Additional intervention and support at the 9-12 level.

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 closing achievement gaps 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.

In addition to ELAC and DELAC, each school provides a minimum of four parent education nights. Each night covers literacy, math, science, and technology. The focus for all sites is on the improvement of the topic of focus and to provide parent education. English Learner parents are provided with specific ideas on how to help their children in each area of focus.

The DELAC, composed of parents of English Learner students, is provided the opportunity 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 may also review the LCAP in Spanish, in order to more easily offer specific thoughts on each District goal.

**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:

(C) 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
(D) 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.

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. At the district level, Educational Services staff monitor English Learner student progress regularly. Communication between the district and site level staff is frequent and specific to English Learners who are not making progress, and the elementary Instructional Specialists and secondary ELD teachers help with progress tracking. Site and district staff collaborate to identify English Learners who are at-risk of becoming LTEL or who are already considered LTEL. In collaboration with Instructional Specialists and ELD teachers, the high school staff devise a plan for each LTEL and at-risk LTEL including appropriate placement, instructional materials, supplemental materials, communication with parents and other staff, and graduation requirements for high school students. This plan is implemented and revised as needed to ensure student growth.

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. As closing achievement gaps 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 in order Local assessments include, but are not limited to, iReady, BAS Reading, district writing assessment, and publishers’ assessments.

Of particular importance in this process are long-term English learners (LTEL). Frequent monitoring of LTELs by the school sites and the district is essential in helping them make satisfactory progress in English in order to be eligible for reclassification. English Learners who become LTELs present a challenge that must be met in determining how we can move these students to proficiency in English. The effects of being an LTEL are far reaching as they affect these students all the way through high school and beyond. The district requirement of frequent, data-driven monitoring is intended to focus on LTEL students with the end result being a comprehensive plan to move LTEL students toward English proficiency. The district’s hiring of a specialist to work with secondary LTELs reflects our commitment to rise to the challenge.

Evidence from the Fall, 2019, California School Dashboard suggests that the district’s initiatives have had positive impacts. Results for English Learners were:

- Dashboard ELA Growth -- +3.6 points from prior year
- Dashboard Math Growth -- +13 points from the prior year

However, the district has not achieved the level of results that it wishes for its English learner students, and has identified closing gaps for those students as a priority by developing multiple actions to address their needs.