

# 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:** Salida Union School District

**CDS Code:** 50-71266-0000000

**Fiscal Year:** 2023-24

## 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 will equip administrators, teachers, paraprofessionals, after-school program staff with the necessary skills and knowledge to meet the educational needs of all English learners (ELs). Professional development is based on assessed needs with teacher input. Trainings are selected based on its proven effectiveness, basis in sound research practices, and sustainability over time.</p> <p>Professional development over the next three years shall focus on:</p> <ol style="list-style-type: none"> <li>1. Ensuring the full implementation of the CA ELD standards.</li> <li>2. Ensuring an effective implementation and understanding of Designated and Integrated ELD.</li> <li>3. Supporting staff in the understanding of the new English Language Proficiency Assessments for California. (ELPAC)</li> <li>2. Supporting English learner's acquisition of English at every level of proficiency. (Emerging, Expanding and Bridging levels)</li> <li>4. Ensuring classroom instruction is effective, engaging, and targeted to meet individual English learner needs in a supportive learning environment.</li> <li>5. Universal Design for Learning (UDL) to reduce barriers and provide access for English language learners including but not limited to: Flexible methods with varying supports for vocabulary and language; flexible materials with linguistic scaffolds; flexible assessments so students have options for how they share their thoughts, ideas and skills; and opportunities for student self-reflection on choices and their work.</li> </ol> <p>All classroom teachers in the District will use instructional planning templates designed to enhance learning for EL students. Each lesson designed will include specific integrated ELD practices embedded into the lesson design.</p>	<p>District staff Principals Learning Directors Teachers</p>

How will the LEA:	Persons Involved/Timeline (Optional)
Implement effective programs and activities	
<p>EL students receive Designated English Language Development (ELD): Each English learner receives a program of instruction in English Language Development during a structured portion of the day from a qualified teacher in order to develop proficiency in English as rapidly as possible.</p> <p>EL students receive Integrated English Language Development (ELD): The district has chosen to ensure that English Learners acquire English and learn grade level academic content simultaneously by implementing a program designed to instruct English Learners at grade level in all areas of the curriculum. The English learner program design provides services to English Learners to ensure that they are acquiring English language proficiency and recouping any academic deficits, which may have been incurred in other areas of the core curriculum.</p> <p>The school/district supports teacher grade-level collaboration through weekly minimum day release time for PLCs to focus on a review of the assessments, implementation of standards-aligned materials, and the implications for improving the instruction for English language learners in content areas.</p> <p>Principals team use a walk-through tool to monitor the quality of classroom instruction for ELs including the use of clear content and language objectives, active engagement for students, checking for understanding, explanation of academic tasks, scaffolding and differentiation.</p>	<p>District staff Principals Learning Directors Teachers</p>
Ensure English proficiency and academic achievement	
<p>EL students who are identified in need of targeted and intensive support to meet the challenging State academic standards receive additional support through a push-in model of support provided by instructional paraprofessionals and credentialed staff. Students in structured immersion classrooms may receive additional support/tutoring in the core curriculum (reading/language arts, math, social studies/history, and science/health).</p> <p>EL students who are identified in need of targeted and intensive support have access to Imagine Language &amp; Literacy software. Imagine Language &amp; Literacy personalized learning program that accelerates both literacy skills and English language development for students in grades PreK–6.</p> <p>Title III funds are used to provide direct services to English learners for targeted and intensive support. (Tier II &amp; III)</p>	<p>Principals Learning Directors Paraprofessionals</p>
Promote parent, family, and community engagement in the education of English learners	
<p>The district offers a variety of opportunities for family involvement including: parent/teachers conferences, student performances, Back-to-School night, Open House night, TK-K Parent night, family science, math and literacy nights, as well as, school and district committees. English learner families</p>	<p>District staff Principals Learning Directors</p>

How will the LEA:	Persons Involved/Timeline (Optional)
<p>are invited to Parent Institute for Quality Education (PIQE) to develop their knowledge and skills to partner with schools. Workshops are offered once a week for 8 weeks at both the elementary and middle school levels. Most important is how PIQE empowers, and inspires families to take an active role in their child's education.</p> <p>To ensure that information related to school, parent programs and meetings is accessible to all families, the district has a bilingual Curriculum Secretary who provides translation services to families and serves as a community liaison to families. In addition, the district utilizes ParentSquare to increase family and community involvement. This app reaches every parent through parent notifications via phone, email, text messages, social media and district website. ParentSquare app gives families the information they want while meeting their "on the go" needs.</p> <p>Title III funds are used to provide staff to support family engagement activities and for outreach to English learners families.</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.

<b>Describe all authorized activities chosen by LEA relating to:</b> Supplementary services as part of the language instruction program for English learners.	<b>Person Involved/Timeline (Optional)</b>
The district provides enhanced educational programs for English learners to their English language proficiency and academic achievement by providing support staff (paraprofessionals) to provide supplemental services for English learners.	Principals Paraprofessionals

### 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.

<b>Describe all authorized activities chosen by LEA relating to:</b> Enhanced instructional opportunities for immigrant children and youth.	<b>Person Involved/Timeline (Optional)</b>
Not applicable.	

California Department of Education, May 21, 2018