

Title III Program

In an effort to support and strengthen student achievement, the Colusa Unified School District receives Title III funds. The Title III plan is broken down into 5 components: professional development, programs and activities, English proficiency and academic achievement, allocation of funds for services, English Learner needs assessment.

Colusa Unified School District Title III Family Involvement Plan

Colusa Unified School District – Vision

Our vision is to provide an environment where students are accepted, respected, and empowered to reach their fullest potential in an ever-changing world.

Mission Statement

Colusa Unified School District exists to provide a comprehensive education that fosters academic excellence, character development, and a lifelong commitment to learning.

PLAN REQUIREMENTS

In support of strengthening student academic achievement, Colusa Unified School District receives Title III funds and therefore must jointly develop with, agree on with, and distribute to families of participating children a written family involvement policy. The policy establishes the Local Education Agency's (LEA) expectation for family involvement and describes how the LEA will implement a number of specific family involvement activities.

The Colusa Unified School District agrees to implement the following requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of families in all of its schools with Title III programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with families of participating children.
- The school district will work with its schools to ensure that the required school-level family involvement policies meet State and Federal requirements.

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.

Research-based professional development designed to support the specific language acquisition needs and academic progress of English Learners is provided to teachers, administrators, and bilingual assistants. Topics include:

- Adopted Curriculum in all content areas
- Lesson Planning
- CCSS and ELD Standards
- Lesson objectives and language objectives
- Designated and Integrated ELD
- Identification of English learners and state assessments: Initial ELPAC, Alternate ELPAC, and Summative ELPAC
- EL progress monitoring and comprehensive program analysis and needs assessment
- Reclassification procedures and monitoring
- Professional Learning Communities (PLC) and data team protocols
- Language acquisition and additional supports for EL students with disabilities
- Districtwide screeners and benchmark assessment: iReady
- Conceptual understanding of Mathematics

Professional development to support English learners is provided to administrators, teachers, and the New Teacher Support program staff. Administrators continue to provide ongoing professional development to teachers at site level meetings. Additionally, professional development is provided during structured district training days.

Bilingual assistants, approximately two for each site, provide additional small group or one-on-one support to EL students within the classroom. Site bilingual assistants also work a portion of their day with parents to both increase parent participation and assist with translation and communication. The regular salaries of staff members are not funded with Title III.

Ongoing professional development for bilingual assistants is provided to the bilingual assistants to support parent outreach, student engagement, and English Learner program components such as the English Language Proficiency Assessment for California (ELPAC).

Based on data analysis and needs assessment, there is an achievement gap between the performance of the EL student group and other student groups. As a result of these discrepancies, school sites are implementing data teams and Professional Learning Communities (PLCs) in the structure of Achievement Teams at school sites to build sustainable structures in which teachers can analyze student progress and data. Additional training has been provided to administrators in the area of PLCs through Solution Tree. This process is assisting the district with systems of

equity, creation of formative assessments, data and program analysis, and alignment of intervention programs.

Title III funded supplemental professional development for teachers includes ELD integrated and designated strategies that enhance and promote the student's use of language. The additional training increases the knowledge of teachers in language acquisition and student engagement. Discussions of these additional strategies include targeted interventions for EL students which are infused in the collaborative conversations within data teams, noted above. Student achievement is analyzed and targeted interventions for re-teaching and/or strategies to address scaffolding are put in place by the classroom teachers.

Targeted supports from administrators will be in place for the middle school staff to infuse strategies and scaffolds to support academic achievement in content areas, specifically vocabulary, for ELs. Supports will be monitored by the administrator to ensure implementation over time, and grade level teams will continue to meet in collaborative learning groups.

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.

The District has approximately 30% English Learners, of which most of the students speak Spanish as their primary language. Ongoing consultation with families of English Learners takes place during ELAC and DELAC meetings. Programs and services are discussed at these sessions and educational partners have opportunities to provide feedback and suggestions.

Parent input is reviewed during the revision process of the LCAP and the Federal Addendum/Title III Plan to assist in meeting the specific needs of English Learners. Additionally, needs identified through the ongoing program monitoring system and needs assessment, are topics of discussion with educational partners. A systematic layering of services and actions are provided, which are funded first with LCFF Base Grant, Supplemental Grant (equitable services addressing unduplicated student groups), and additional services funded with Title III.

To strategically increase English language proficiency and academic success of English learners, the District will continue to implement programs and services outlined in the EL Master Plan and the LCAP/Learning Continuity and Attendance Plan. The programs and services outlined in the District Master Plan describe the framework of instruction and supports for English Learners. The Comprehensive English Learner program includes Structured English Immersion, English Language Development both Integrated and Designated, in conjunction with the ELD/ELA Standards. The District, as described in the Title III Professional Development section, is in the

process of implementing Professional Learning Communities/data teams, across school sites to support planning, development of assessments both formative and summative, analysis of student results, lesson planning, strategic interventions and engagement strategies, and system alignment. Additionally, school sites work with their site leadership team to align practices through the Multi-Tiered Systems of Support model and/or continuous improvement model.

Some of the additional supports funded with Supplemental Grant to provide access and equitable services include bilingual assistants within the classroom to facilitate on-the-spot language support in content areas, routine online screening assessments on iReady to provide data for targeted intervention, and online support for newcomers through access to Rosetta Stone. Parent outreach includes a parent English Literacy Program, which involves access to Rosetta Stone and collaborative group lessons.

The District is committed to providing additional supports for English Learners to further enhance programs and opportunities to increase ELD and mastery of the State Standards. Supplemental activities and services funded with Title III for the 2022-2023 school year will include:

- **Bilingual Paraeducators Support Services** - Additional language acquisition and content intervention support through small group instruction. Classified staff involved will be qualified bilingual paraeducators. Services, specific to language acquisition and content curriculum support, will assist students with targeted instruction during small group instruction. The need for this Action is noted in the annual needs assessment and is an activity suggested by parent educational partners at ELAC and DELAC meetings. Classified staff providing small group, targeted instruction are funded with Title III Funds.
- **Literacy Emphasis** – Colusa County Office of Education supported districts with three years of funding for their literacy grant that has now concluded. The district has built the foundation and goals into our Title III plan to sustain the vision and goals. Cultural and/or literacy groups, such as Latino Literacy, are in place at elementary school sites. The program is supported with dual language books for parents to take home and read with their children. This additional program builds family literacy opportunities and exposes students to both their primary language and English. Additional outcomes for this action include families building a network of support at the school site and increased parent participation. Qualitative educational partners input demonstrates that this program continues to be a valuable service. The district bilingual assistants are funded with Supplemental Grant Funding. Program components, such as dual language books and supplies for parents are funded with Title III Funds.
- **ELlevation Software** - To assist with progress monitoring, program implementation, and data analysis the district uses the ELlevation software program. This program will assist ongoing progress monitoring at school sites by administrators and teachers, monitor reclassification of students, and continue to monitor comprehensive progress on a variety of assessments and benchmarks. The software will directly impact the analysis used by leadership teams/data teams and build systems of support developed through the continuous improvement model.

- **Rosetta Stone** - Supplemental support for English Learners, which may include LTELs and newcomers, includes the use of the Rosetta Stone program. For students in grades 6 through 8 the traditional Rosetta Stone language program will be offered. Students in the lower elementary grades may be offered language supports using the elementary Rosetta Stone program, which supports academic and content-based language. Additional technology such as headsets are purchased for student use on this program. Site ELD coordinators to support recommendation process for Rosetta Stone.
- **English Literacy Parent Support Program** - Approximately 20 parents participate in the English Literacy Classes, which are provided by a bilingual, credentialed teacher. Program outcomes have included increased involvement and advocacy for parents at the school site. Additionally, parents learning English have formed a network of support and gained confidence in assisting their children with school work. The district credentialed teacher facilitating this program is funded with Title III-ESEA. Program components such as licenses for Rosetta Stone and parent supplies are funded with Title III funds.
- **Site ELD Coordinators** – Individuals coordinate with ELD instructors, counselors, and administrators to facilitate state testing, monitoring reclassified students, reclassification steps and requirements, and our Reclassification Ceremony.
- **Supplemental Professional Development** - Additional professional development to support language acquisition is funded with Title III. Professional development may include CAFE trainings, which provides supplemental language acquisition strategies to increase student achievement and engagement enhancing the use of language domains. Title III funds will be used for registration fees and extra duty salaries and benefits for staff, if applicable. Additionally, administrators may participate in supplemental workshops that support the implementation of the EL Roadmap.
- **Parent Engagement** - If available during the 2022-23 school year, parents will have the opportunity to participate in workshops hosted by the California Association of Bilingual Education. Registration fees will be funded with Title III funds.
- **Newcomer Kits** - Several new students to the country have enrolled. Languages of newcomers vary with most Spanish speakers. Students with lower English language proficiency may need foundational reading materials such as flashcards, dual language dictionaries, and whiteboards.
- **Teaching Materials/Supplies** - Site bilingual assistants and teachers working with EL students may need additional supplies while working on a hybrid and/or distance learning platform. Materials may include flashcards, dictionaries, thesauruses, and whiteboards

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:

- 1. 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**
- 2. Meeting the challenging State academic standards.**

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:

1. 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
2. Meeting the changing State academic standards.

Site administrators, in conjunction with educational partners, complete the annual Needs Assessment for English Learners. Data reviewed includes the California state assessment (SBAC) results and the English Language Proficiency Assessment for California (ELPAC) results. Additionally, other program monitoring pieces are included in the needs assessment, such as attendance rates, suspension rates, tutoring, ELD program monitoring, and any other unique services provided at the school site. The needs assessment is shared with both the ELAC and the School Site Council during the revision process of the School Plan for Student Achievement. The intention is to analyze the results and determine areas of inequity in order to address student needs. Achievement gaps are addressed and discussion includes a determination of need and the development of a plan, which will lead to mastery of the state standards and/or ELD standards. School sites indicate supports within the SPSA and goals are reviewed by the Site Council. The District monitors the implementation of services noted within the SPSA as well as completion of the needs assessment.

Additional professional development is provided according to the unique needs of the school site, specifically if new teachers are working at the site, and additional professional development may be planned. Supplemental professional development may be funded with Title III Funds. Site administrators are expected to monitor delivery of both Integrated and Designated ELD, and teachers turn in schedules indicating times in which Designated ELD is in place during the school day. Monitoring includes site walk-throughs as well as teacher observations by site administrators.

Continual progress monitoring takes place at a minimum quarterly for EL students and RFEP students at each site. Parent/teacher conferences are held as needed throughout the school year. The ELLevation software system will assist in ongoing achievement monitoring since the system will track benchmark data from iReady as well as annual assessments, ELPAC and SBAC. If monitoring indicates an RFEP student is not meeting academic standards, a parent/teacher conference is scheduled for that student. The District also monitors EL student progress through analysis of data on the Illuminate system to review state assessment results and through the completion of a district wide EL needs assessment.

DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED

LEA PARENTAL INVOLVEMENT POLICY COMPONENTS

Jointly Developed

The Colusa Unified School District will take the following actions to involve families in the joint development of its LEA family involvement plan and in the process of school review and improvement:

- Engage families in advisory and decision-making committees (Title III policy, school-home compact, and family involvement committees; School Site Council (SSC), English Learner Advisory Committee, District English Learner Advisory Committee (ELAC/DELAC).
- Conduct annual parent/family surveys to gather information on parent/family needs.
- Engage families in a comprehensive annual review of student outcomes. Each school will analyze the implementation and success of the site's Single Plan for Student Achievement (SPSA), and make recommendations to the ELAC and SSC regarding revisions to the SPSA.

Technical Assistance

The Colusa Unified School District will provide the following necessary coordination, technical assistance, and other support to assist Title III in planning and implementing effective family involvement activities to improve student academic achievement and school performance:

- Determine subjects of interest to families from across the district to coordinate district-wide family involvement and education opportunities.
- Coordinate with outside agencies and speakers.
- Coordinate child-care for school-aged children, snacks, and supports that enable families to participate in parent/family education and events.
- Provide processes, procedures, samples, templates, Power Point presentations and supporting documents (SPSA, ELAC, SSC, Comprehensive Annual Review, School-Home Compact, site Family Involvement Policy, Annual Title III Meeting).
- Gather and provide data.
- Assist with data analysis.
- Schedule and plan monthly Title III Principals meetings.
- Provide school principals with information, research and scholarly articles regarding family involvement, student achievement, and developing staff-family partnerships.
- Provide book and materials lists and ideas to support the development of Family Resource Centers/Areas (computers, books, materials for parents and families to use to support student achievement).

Annual Evaluation

The Colusa Unified School District will take the following actions to conduct, with the involvement of families, an annual evaluation of the content and effectiveness of this family involvement policy in improving the quality of its Title III plan. The evaluation will include identifying barriers to greater participation by family members in family involvement activities (with particular attention to families who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use its findings of the evaluation about its family involvement policy and activities to design strategies for more effective family involvement and to revise, if necessary (and with the involvement of family members) its family involvement policies.

Building Capacities of Families

The Colusa Unified School District will, with the assistance of its Title III plan, build capacity for strong family involvement by providing materials and training on such topics as literacy, developing math skills, and using technology to help family members work with their children to improve their children's academic achievement. Assistance will also be provided to families in understanding the following topics:

- The State's academic content standards.
- The State and local academic assessments including alternate assessments.
- How to monitor their child's progress.
- How to work with educators and access teacher websites to monitor homework.
- How to access their child's grades through the online gradebook.
- How to access the online resources, textbooks and supplemental programs.
- Social-emotional growth/developing a growth mindset.

Building Capacity of Staff

The Colusa Unified School District will, with the assistance of its schools and families, educate its teachers, principals, and other staff on how to reach out to, communicate, and work with parents/families as equal partners, in the value and utility of contributions of family members, and how to implement and coordinate family programs and build ties between parents and schools by:

- Developing a plan to support staff in effectively engaging and partnering with families.
- Providing family members with easy to understand School Accountability Report Cards and LEA Data Dashboards.
- Providing information regarding student achievement and school and district programs and meetings in a format, and to the extent practicable, in a language family member can understand.

Program Evaluation

The effectiveness of Colusa Unified School District's Title III Program is evaluated through ongoing reviews of data including iReady, CAASPP, Benchmark ELA and ELD, Bridges Math, BPST, SRI, and running records. This data is used to assess the success of Title III services and to inform the development of the following year's single plan.

ADOPTION

The LEA family involvement policy has been developed jointly and agreed on with family members of children participating in Title III programs.