2017–18 Title III ESSA Transition Plan

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 10-76778-0000000 LEA Name: Washington Unified School District Fiscal Year: 2017-2018

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

<table>
<thead>
<tr>
<th>How the LEA will:</th>
<th>Persons Involved/Timeline (Optional)</th>
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<tbody>
<tr>
<td>Provide effective professional development.</td>
<td>T4 Learning Consultant, Site Admin, Teachers, and Academic Coaches from August 2017 to June 2018</td>
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<td><strong>English Language Learner Professional Development:</strong></td>
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<td>Teacher professional development provided by the District vary from year to year to fulfill the needs and requests of the staff in direct alignment for positive student outcomes. Kagan Cooperative Learning strategies continue to be offered to staff during summer and winter breaks. District administration oversees the English Learner population and has established two district wide Google Classrooms where English Language Development (ELD) instructional strategies and Kagan Cooperative Learning instructional strategies are posted once a week. The 2017-2018 school year will consist of further professional development for teachers and administrators of Washington Unified School District. Utilizing appropriate resources in coordination with Academic Coaches, WUSD will address the following components regarding ELD instruction and lesson design:</td>
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<td>Required Content</td>
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<td>1. Ensure all teachers have a strong foundational knowledge base (awareness of and understanding of classroom practices) in relation to expectations of the 2012 ELD standards, which are tied directly to the new ELPAC.</td>
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<td>• Progress monitoring improvements: How are students progressing in the areas of reading proficiency and writing development? What authentic, formative assessment practices are already in place to inform next-steps teaching for your English learners? Site administrators and lead teachers will conduct Individualized Language Plan (ILP) team meetings to monitor EL progress for strategically selected students.</td>
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<td>• Monitoring Long-Term English Learners (LTEL’s): Systems and supports are currently in place to proactively address the needs of students who have become Long-Term English Learners.</td>
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<td>• Further practice on Lesson Design and Delivery (Integrated and Designated ELD): teachers will continue to receive support in understanding the instructional implications of the 2012 ELD standards and the guidance provided within the CA ELA/ELD Framework.</td>
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<td>• Building on Kagan Cooperative Learning structures to engage all students in deep, content-rich academic</td>
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conversations and engagement with complex text.

- Effective lesson design and delivery specifically crafted to assist and ensure that our English Learner's improve academically. Direct focus will be on creating curricular units aligned to CCSS standards, applying research based practices focused on student engagement, checking for understanding, and student mastery and providing access to rigorous curriculum for English Language Learners and students on IEP's.

- Increase in analysis of student performance data. Teachers and administrators analyze student performance data regularly both individually and collaboratively in PLC’s. Formal analysis of student performance data is now completed bi-monthly with the completion of the Data Analysis Protocol Sheet. Once per semester, data chats are conducted between an administrator and a teacher. At this time, student performance and a plan for improvement is reviewed and developed. A question about English Learner performance has been added to create continuous dialogue and thought surrounding English Learner performance.

Implement effective programs and activities.
Washington Unified School District’s LCAP Goal #3 encompasses the realm of providing and implementing effective programs and activities for English Language Learners. Designated and integrated ELD will be implemented at all sites. Implementation of each will be monitored by site administration through daily classroom observations and progress monitoring of student achievement. Monitoring of lesson plans, grouping, and overall student achievement will take place at all sites during weekly staff development meetings.

Goal 3: WUSD will be a district of academic excellence that provides equity and access for all students in all subgroups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready.

- Washington Unified School District will continue and maintain its efforts to increase literacy with the goal of writing in every classroom regardless of content, provide high quality language instruction, and implement units of study with emphasis on cross-content collaboration. Curriculum and Instruction Directors at the district level have provided quality training for teachers which include; Professional Learning Community leadership, Common Core State Standard curriculum alignment within and sequenced grade levels, and the implementation of lesson design and modification of units of study to support English learners, low-income, and foster youth. These professional learning opportunities are directly tied to student achievement, based upon data chats, informal teaching observations by administration, and personalized training.

Additional LEA adopted programs and partnerships include:
- Strategic reading comprehension, fluency, and writing focus at the K-3 levels with California State University, Fresno partnership.
- Middle School ELA Teachers (6-8) will be trained in Expository Reading and Writing Curriculum.
- Individualized Language Plans (pilot program in 2017-2018) for students poised for reclassification.
- More English Learners will improve academically as teachers continue to use and refine the differentiation strategies stated in the next section.

Assistant Superintendent, Site Admin, Academic Coaches, and Teachers
August 2017 to June 2018
Ensure English proficiency and academic achievement. The acquisition of English is a developmental process. Research recognizes that no two students develop proficiency in English at the same rate. It may take six years or more to achieve academic English proficiency comparable to that of native English-speaking peers.

Washington Unified School District's English Language Development program is centered around a sound professional development partnership with T4 Learning, Lesson Design Consultant, site administration expertise in assembling proper English Language Development (ELD) deployment opportunities, community and parent partnerships, weekly ELD best practices posted on Google Classroom, and effective teaching strategies stemming from our "Core 6" initiatives (listed below):

**English Learner students will receive differentiation:**
1. Teacher provides communication frames verbally or in writing that are appropriate for individual language development needs.
2. Teacher guides students in connecting previous knowledge to new learning.
3. Students are promoted and required to answer questions in complete sentence using academic vocabulary.
4. Students demonstrate their learning through non-linguistic representation and/or teacher uses non-linguistic representation to support learning (i.e., realia, manipulatives, graphic organizer).

More awareness in support of the English Learner population and focus on high achievement has mainstreamed the reclassification process District-wide. In 2015-2016 there were 76 students District-wide that qualified for reclassification and in 2016-2017 a total of 125 students (as of June 9, 2017) that have met reclassification criteria, highlighted by 67.4% of the English Learners at West Fresno Elementary school meeting reclassification.

Based on a review of our state indicators and local performance indicators, the LEA is most proud of the following:

- Higher annual percentages of English Language Learners meeting reclassification criteria.
- Overall graduation rate of English Language Learners is at 93.3% (Increased Significantly from 87.6%) as reported by the California Model Five-by-Five Placement Reports & Data.
- 11th grade English Language Arts SBAC scoring 59% (Standard Met or Exceeded) at WUHS, which is a 10% increase from 2015-2016.
- 8th grade English Language Arts SBAC scoring 43% (Standard Met or Exceeded) at West Fresno Middle School, which is a 15% increase from 2015-2016.
- 5th grade English Language Arts SBAC scoring 38% (Standard Met or Exceeded) at West Fresno Elementary School, which is a 22% increase from 2015-2016.
- 4th grade English Language Arts SBAC scoring 53% (Standard Met or Exceeded) at American Union Elementary School, which is a 14% increase from 2015-2016.
Promote parent, family, and community engagement in the education of English Learners.

Parents who have identified their child as speaking a language other than English on the home language survey will be notified at the beginning of the school year regarding the CELDT testing process, their child’s English proficiency level, ELD placement, and exit criteria. According to Ed Code, WUSD will notify parents of their child’s English Language Proficiency assessment results within 30 days following the district’s receipt of results. Then, a parent informational meeting will be hosted by each school site’s English Learner Advisory Committee (ELAC) in order to communicate and support interpretation of their child’s CELDT results.

English Learner Advisory Committee and District English Learner Advisory Committee:
The purpose of ELAC is to provide recommendations to the school site regarding EL programs and services included in the school’s SPSA and budget. WUSD invites all parents to participate in site specific ELAC. One member of each site ELAC will be elected to participate in the District’s ELAC (DELAC).

LCAP Stakeholder Engagement:
Community and committee meeting notes indicated that parents would like to see an increased efforts to raise the achievement of English Learners across school sites. This included input about involving parents in the reclassification process. As a result, WUSD plans to continue to provide standards aligned ELD curriculum as outlined in Goal 1, Action 3 in the LCAP. WUSD will also provide intervention curriculum designed to assist English Learners as outlined in Goal 3, Action 3. WUSD will also provide professional development for teachers as outlined in Goal 1, Action 5. WUSD will continue to instruct and inform parents about reclassification requirements through communication efforts outlined in Goal 2, Actions 1 and 5.

English Language Instruction for parents of English Learners:
During the 2017-2018 school year, Washington Unified will continue to host two rounds of English as a Second Language (ESL) for adults. The classes were facilitated by the Jump Into English Program. The adults will be provided with basic English Language instruction as well as an introduction to technology. The skills learned were designed to help parents assist their children in school and how to communicate in educational settings.
### LEAs receiving or planning to receive Title III EL funding may include authorized activities.

| Other Authorized Activities | Describe all authorized activities chosen by the LEA relating to: Supplementary services as part of the language instruction program for English Learner students. Washington Unified School District will provide an above and beyond instructional program for English learners by identifying, acquiring, and upgrading curricula, supplemental materials, supplemental educational software, and benchmark assessments; while refining their language instruction to ensure ELA and ELD standards are met at the TK-12 levels.

Continued English Language Instruction for parents of English Learners:
During the 2017-2018 school year, Washington Unified will continue to host two rounds of English as a Second Language (ESL) for adults. The classes will be facilitated by the Jump Into English Program. The adults will be provided with basic English Language instruction as well as an introduction to technology. The skills learned will be designed to help parents assist their children in school and how to communicate in educational settings.

### Plan to Provide Services for Immigrant Students

Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.

| Authorized Activities | Describe all authorized activities chosen by the LEA relating to: Enhanced instructional opportunities for immigrant children and youth. Washington Unified School District will provide an above and beyond instructional program for Immigrant students by identifying, acquiring, and upgrading curricula, supplemental materials, supplemental educational software, and benchmark assessments; while refining their language instruction to ensure ELA and ELD standards are met at the TK-12 levels.

### Persons Involved/Timeline (Optional)

| TK-12 Instructional Staff, site and district administration
August 2017 to June 2018 |
| TK-12 Instructional Staff, Site and District Administration
August 2017 to June 2018 |