**Title III: Supplemental Support for English Learners**

Title III is a supplemental grant under the ESEA that is designed to improve and enhance the education of English learners (ELs) in becoming proficient in English, as well as meeting challenging state academic content and student academic achievement standards. The Title III Immigrant-Set Aside grant resides within this program and provides opportunities for districts to enhance the instructional opportunities for immigrant students and their families.

**Required Activities**

- Increasing the English language proficiency of ELs by providing effective language instructional education programs (LIEPs)/ELD programs that have successfully demonstrated increasing English language proficiency and academic achievement.
- Providing effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel that relates directly to the instruction of ELs that support their linguistic, academic, and social-emotional challenges and opportunities of ELs.
- Providing and implementing other effective activities and strategies that enhance or supplement LIEPS/ELD programs for ELs. These activities and strategies must include parent, family, and community engagement activities, but may also include strategies that coordinate and align related programs.

Proposed activities under Title III for 2022-23 are organized into 4 broad funding categories: 1) Instructional Program, 2) Support Program, and 3) Improvement of Instruction; and 4) Administration.

<table>
<thead>
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<th>Funding Category</th>
<th>Proposed Activities</th>
<th>Connection to District Unified Improvement Plan and Strive 2025</th>
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<tr>
<td><strong>Instructional Program:</strong> Title III funds are used for evidence-based school and district programs designed to improve and enhance the education of English learners (ELs) in becoming proficient in English, as well as meeting challenging state academic content and student academic achievement standards.</td>
<td><strong>ELD SUMMER SCHOOL:</strong> During the summer, the ELD program will offer select English Learners a content-based summer school providing effective academic English language instruction to accelerate English development. Identified EL students, as well as all incoming newcomers, are served in ELD summer school.</td>
<td><strong>Strategic Plan Focus Area #1.1:</strong> Eliminate disparities in student achievement, growth, graduation, behavioral outcomes and educational opportunities in student groups <strong>Priority Performance Challenge:</strong> Achievement gaps persist in academic achievement and graduation rates. Performance on state assessments and graduation rates are well below district and state expectations for minority students, free/reduced lunch eligible students, students with disabilities and English learners. <strong>Priority Performance Challenge:</strong> Student achievement in transition years of 6th grade and 9th grade is decreasing The district continues to see a decrease in student achievement on state and local</td>
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| Support Program: Title III funds are used for evidence-based school and district programs designed to improve family/community engagement in education for English Learners and their families. | Family and Community Outreach, Training, and Engagement: Each year, the English Language Development department offers family and community engagement opportunities, such as the TSD Family Connection Night, English Learner parent education opportunities, and English Learner achievement and recognition events. | Strategic Plan Focus Area #2.4: Ensure all facilities are welcoming, safe, inclusive, and meet the needs of students, staff, and community. 

**Priority Performance Challenge:** Achievement gaps persist in academic achievement and graduation rates. Performance on state assessments and graduation rates are well below district and state expectations for minority students, free/reduced lunch eligible students, students with disabilities and English learners. 

**Priority Performance Challenge:** Student achievement in transition years of 6th grade and 9th grade is decreasing. The district continues to see a decrease in student achievement on state and local assessments when students transition from 5th grade to 6th grade and 8th grade to 9th grade. |

| Improvement of Instruction: Title III funds are used for evidence-based school and district programs designed to improve service to English learners (ELs) and build the capacity of educators to meet the needs of culturally and linguistically diverse students. | Training and Professional Development in Culturally Responsive Practices: Each year, the English Language Development department offers professional learning opportunities to TSD educators, such as Beginning/Intermediate Spanish for Educators, English Language and Concept development, and Equity Training. | Strategic Plan Focus Area #3.3: Utilize culturally responsive recruitment, hiring, and retention practices. 

**Priority Performance Challenge:** Achievement gaps persist in academic achievement and graduation rates. Performance on state assessments and graduation rates are well below district and state expectations for minority students, free/reduced lunch eligible students, students with disabilities and English learners. 

**Priority Performance Challenge:** Student achievement in transition years of 6th grade and 9th grade is decreasing. The district continues to see a decrease in student achievement on state and local assessments when students transition from 5th grade to 6th grade and 8th grade to 9th grade. |
| Administration: Title III funds are utilized for district-level fiscal oversight, compliance, and program management and evaluation, at rates prescribed by federal law. | Fiscal Oversight: Title III funds are used to supplement district financial services staff to ensure fiscal compliance with federal law and state guidance. **Program Management:** Title III funds are used to supplement district learning services staff to oversee Title III programs and ensure program compliance with federal law and state guidance. | **Strategic Plan Focus Area #4.3:** Provide transparency in use of resources |