

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

LEA Name

Salida Union School District

CDS Code:

50-71266-0000000

Link to the LCAP:

(optional)

<https://www.salida.k12.ca.us/Page/128>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Extended learning time: The district will ensure ELA/ELD strategic intervention and intensive intervention instruction (Tier 2, 3) for all identified students. The district provides a push-in model of support utilizing paraprofessionals to support identified students. In addition, the district in partnership with schools ensures that the academic components of all after-school and summer school programs are aligned to appropriate standards-based instruction. (LCAP Goal 1, Action 1.1)

Professional Learning: The district will continue to support full implementation of state-adopted, standards-aligned core and ancillary materials by providing professional development opportunities and support as needed. The district's on-going professional learning includes a lesson design model where teachers utilize a protocol focusing on learning intentions, success criteria, and learning progressions. Lessons are designed collaboratively with the belief that through teachers' collective action, they can positively influence student outcomes. (Collective Teacher Efficacy -1.57 Effect size) The district provides equitable access to technology for teachers and students and provides professional development opportunities and support as needed. Professional development includes the use of identified intervention programs and materials to support struggling students and English language learners. (LCAP Goal 1, Action 1.3)

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The district uses federal funds to supplement district LCAP actions, programs and services that will increase and improve student outcomes as measured by California Assessment of Student Performance and Progress (CAASPP) or English Language Proficiency Assessments for California (ELPAC).

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (as applicable)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (as applicable)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (as applicable)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Using DataQuest, local data and data analysis tools provided by CDE, the district conducted an equity gap analysis to see if any disparities exist resulting in low-income students or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The district does not have any ineffective teachers (misassigned or teachers without a credential). The analysis conducted looked at school enrollment, percentage of low income and minority students, and staffing assignments for inexperienced and out-of-field teachers to ensure students have equitable access to excellent educators. The district did not find any disparity based on the evidence collected.

If at any time the district's analysis did show an equity gap, this information would be communicated to district stakeholders. Then, through cross-district collaboration, stakeholders would be engaged to discuss possible root causes and focus on implementing evidence based, promising practices to eliminate the gap and ensure low income and minority students have equitable access to excellent educators. The district would communicate the plan, timeline and how progress would be measured to eliminate any gap that might exist.

In addition, through district lead, coaching based model of professional learning the district proactively supports "inexperienced" or "out of field" teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district actively seeks to engage parents to help their children succeed in school and life. The district recognizes that parents are a child's first teacher and parents are partners with teachers in the education of their children. The district fosters parent/family engagement in several ways: (1) encouraging parents to learn at home with their child; (2) through regular, two-way communication (school/home and home/school); (3) providing opportunities for parents to be involved by attending/volunteering at school events, in their child's classroom and (4) participating in decision-making opportunities at the school/district level.

The family engagement policy was developed jointly, agreed on by parents, and describes how the district will carry out family engagement activities. Annually, the written policy is provided to all families and is posted on school/district websites.

The LEA and schools engage parents/family members in developing the Comprehensive Needs Assessment and Improvement Plan each year. Each plan focuses on the nine components as defined in [Section 1114(b)(1)(B-J) of Title I

of ESEA]. Each School Plan for Student Achievement adheres to Salida's District Instructional Focus Plan, Good First Teaching, Daily ELD - Integrated and Designated, Strategic and Intensive Intervention, strategies to increase parent involvement and a professional development plan. Assessment is reviewed annually using the California School Dashboard. Schools analyze: chronic absenteeism, suspension, EL proficiency, and academics (ELA and Mathematics). Local district and school level data is analyzed using Aeries Analytics/Illuminate Education software. Each fall and spring, parents are surveyed by the district. Each year, parents give input to questions that are included in the survey. Students in grades 3 - 8 are also surveyed to provide input. Teachers are surveyed annually for professional development needs. Schools meet with their School Site Councils and English Language Advisory Council 4 times a year. School Leadership teams participate in the process of data analysis and provide guidance for school and student needs. Each fall and spring, the district hosts a "Congress" of all School Site Councils where all councils come together to share and discuss district-wide needs and supports that can improve student outcomes. The district aligns parent involvement in developing the Comprehensive School Plans with the annual LCAP process. (July - October: Reflect; November - March: Adapt; Grow; April - June)

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 and literacy nights, as well as, school and district committees. The district offers a Parent Café for all families. The Café is offered twice a month in Spanish/English. The focus is to build community and connections with families. Guest speakers attend from different community agencies.

Schools offer a variety of family learning nights each year. Parents are invited to participate in events about CA CCSS and new state adopted curriculum materials. For two years, the district provided math nights to parents to help them understand the shifts in curriculum. Homework help is posted on the district website with links to help families with lessons at home. Students have access to ZEARN mathematics online learning program which aligns to Eureka mathematics adopted curriculum. Students and families can access those lessons at home as well. Many families appreciate watching the lesson videos with their child to support them with their math. This year in grades 6 - 8, the district launched a 1:1 Chromebook initiative for students to take home their devices.

The district provides Footsteps2Brilliance® mobile literacy app to support families and their children with early literacy. This mobile technology curriculum contains over 1,000 interactive books, songs, and games that can be read in either English or Spanish. Students use the app during the school day and families are able to download the app for free for anytime, anywhere learning. Schools offer parent nights for incoming Transitional Kindergarten and Kindergarten students to learn about Footsteps2Brilliance®. The district website provides directions and information for families if they are unable to attend a parent night.

The district has a bilingual Community Liaison who provides translation services to families which ensures that information related to school, parent programs and meetings are accessible to all families. In addition, the district utilizes the Blackboard Community Engagement Solution. This mobile and desktop solution reaches every parent through parent notifications via phone, email, text, social media and district website. It provides families single-sign on to other district software so that families can access their child's grades, cafeteria system, etc. (LCAP Goal 3, Actions 1 - 3)

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All elementary schools in the district operate school-wide Title I programs. The middle school is not funded with Title I. Each fall, a comprehensive needs assessment is conducted with stakeholder involvement. Schools use the California School Dashboard and local data to evaluate chronic absenteeism, suspension, EL progress and academics. Plans are built on the belief that students can learn at high levels when instruction meets their needs. Each school implements the District Instructional Focus Plan focused on continuous academic growth, accelerating language proficiency for participation in the 21st century and closing the achievement gap among student subgroups while maximizing learning for all students.

Each school also focuses on socio-emotional development and resiliency for students. Principals visit classrooms on a regular basis, providing feedback and engaging in reflective conversations with teachers about instruction. Teachers are provided release time each week for professional learning communities time that focuses on the implementation of state standards, relationships with students, and timely intervention based on diagnostic and benchmark data.

Students who are struggling to meet proficiency in state standards are identified through CAASPP assessment results, CAASPP Interim Block Assessment (IAB) formative assessments, pre/post lesson assessments, and curriculum based assessments. These assessments are collected in Illuminate Education and Aeries Analytics for easier analysis using a variety of displays. Through a data driven decision making structure (Achievement Team Protocol process) teachers meet to analyze student learning outcomes every six weeks at a minimum. Teachers gather present assessment results; summarize the evidence; determine instructional strategies to improve outcomes; and unpack learning intentions & learning progressions. The district provides weekly, minimum day collaboration time for this work. Through these meetings students in need of support can be addressed.

Students who are struggling in reading receive additional support during small group instruction from learning center teachers and trained paraprofessionals who push-in to classrooms. In addition, all classrooms support “blended learning” environments and personalized learning. Struggling students participate in reading software that pinpoints student needs to the sub-skill level. Reports allow teachers and parents to monitor progress. Teachers and students have data chats at least 4 times a year and discuss their online learning progress. Through guided questions students and teacher reflect and set goals. Through these meetings students' needs are addressed.

Each school has a dedicated, full-time counselor to address attendance, social emotional learning and provide student behavior supports. Schools have developed behavior tiers of support including classroom lessons, group counseling, individual counseling, family outreach and more.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district supports homeless children and youths with the following programs and services to support enrollment, attendance and success in school:

The district provides students transportation (even if they are not living in the area). At the beginning of the year students are provided backpacks. Engagement and support is provided in a variety of ways: Science Technology Engineering Arts and Mathematics (S.T.E.A.M.) Thursdays; blended online learning with iReady reading and ZEARN mathematics; small group instruction; school-wide behavior expectations (PBIS); school-wide programs (Bully Prevention, Kindness, College & Career, and Red Ribbon); Watch D.O.G.S. (Dads of Great Students) program - fathers and father-figures make a positive impact on children by volunteering at the school; Conflict Mediation; Check in/Check out program; StopIt app; Student Study Teams (SST); Student Attendance Review Team; Family outreach; Parent Contacts; Parent Resources in Newsletters (School/Counseling monthly newsletters); Home Visits; Group Counseling; Individual counseling; Crisis Intervention; Clinical Counseling; and Referral to external agencies.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Salida USD is fortunate to benefit from several Child Development programs in the district for families. Child development offers: in home programs for pregnant moms & children (0-3); infant and toddler program ages 18 - 30 months; and Head Start & State Preschool. Preschool teachers complete the Kindergarten Student Entrance Profile (KSEP) in the spring and provide scores of incoming students to their new Kindergarten teachers.

Each year during the district's TK and K registration, preschool staff attends to provide a familiar face to families during the registration process. Staff assists families in completing paperwork and answering questions that families may have. Each spring the district provides a Kindergarten Readiness parent night highlighting what families can expect in Transitional Kindergarten or Kindergarten. Teachers lead interactive activities to demonstrate how parents can help their child with learning at home. Each family receives a packet of items to take home for learning over the summer. Activities help families build listening and speaking skills and encourage families to read each night to their child, and there is an activity calendar to encourage families to do "fun" learning activities together over the summer. In addition, each July each school offers a one week Jumpstart summer program. The focus is to help children transition to the campus and teacher before the year begins. This is a highly attended and successful offering. Children who attend are found to start the first week of school more easily, with less crying and comfort from knowing their classroom teacher and the campus.

Each spring students transitioning from 5th to 6th grade are invited to attend a parent & child orientation night. School counselors provide outreach/transition lessons to every 5th grade class in the district. Each summer middle school students are invited to attend W.E.B. (Where Everybody Belongs) middle school orientation and transition program that welcomes incoming 6th graders and makes them feel comfortable throughout the first year of their middle school experience. Before the school year begins incoming 6th graders attend LEAP - a time to get their schedule, Chromebook, order a Yearbook, etc. Student leaders from 7th and 8th grade guide incoming 6th graders around campus and ensure that they know where their classes are and know what they need to begin the school year.

Salida USD is a K - 8 district and students transition to Modesto City School high school district. Middle School students are provided opportunities to transition to high school in a variety of ways. High school counselors come to the middle school campus to help children ballot for their high school classes and selecting the small learning community that is the best fit for the student. Students can choose from Career Technology, Digital Media & Business Academy, Global Studies and Visual & Performing Arts. Prior to the balloting process, department chairs meet with middle school department chairs to discuss course offerings and placement for students. The middle school holds an 8th grade transition night and so does the high school. The high school principal attends to help answer questions that families may have. This provides families two opportunities to attend a transition night meeting. The district participates in transitional IEP meetings for every 8th grade student moving into high school as well.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Salida Union School District is committed to focused professional learning which is aligned and guided by the district's Instructional Focus Plan. The goals are to ensure each student is proficient in all academic standards and able to fully participate in the 21st century; to accelerate language proficiency for English learners and to close the "achievement gap" among student subgroups and maximize learning for all students. All professional learning for teachers is guided by the California Standards for the Teaching Profession (CSTP). Subject matter mastery, instructional strategies and classroom management are key components in all staff development. Administrator's professional learning is responsive to support personal growth as educational leaders as it relates to the California Professional Standards for Education Leaders (CPSEL) Standards. (LCAP Goal 1, Action 1.3)

Professional learning over the next three years shall focus on:

1. Closing the achievement gap among white, Hispanic, African American, Students with Disabilities, English learners and English only students.
2. Ensuring the full implementation of the new Common Core State Standards in mathematics and English Language Arts.
3. Ensuring the full implementation of Designated and Integrated ELD instruction.
4. Ensuring classroom instruction is effective, engaging, and data-driven, targeted to meet individual student needs, and utilizes integrated technology within a supportive learning environment.
5. Providing a collegial environment to learn together, support one another and take joint responsibility for student learning.
6. Increasing the quality of the lesson study process using data protocols.
7. Developing culturally responsive school-wide behavior and intervention supports at all schools.

Professional learning equips administrators, teachers, paraprofessionals, after-school program staff with the necessary skills and knowledge to meet the educational needs of all learners. Professional learning is rooted in student and educator needs and designed to ensure equitable outcomes. Professional learning is selected based on its proven effectiveness, basis in sound research practices, and sustainability over time. The district utilizes weekly, minimum day release time for Professional Learning Communities (PLC) - lesson design and data driven conversations. Teachers improve instruction through understanding students' learning needs, making data-driven decisions regarding content and pedagogy, and assessing students' learning outcomes. In addition, release time is also provided for district coaching, modeling and job embedded professional learning. This next year the district will continue to provide coaching support for CA CCSS ELA/ELD and mathematics curriculum implementation and technology.

Each year individual professional learning needs are gathered through a district survey and stakeholder conversations. District and site administrators monitor the impact of the targeted professional development by observing classroom instructional practices and analyzing student assessment results to determine the measurable effect on student achievement.

New teachers to Salida Union School District participate in the Stanislaus COE Induction program. This is a two-year program with individualized, job embedded system of mentoring, support and professional learning that begins in the candidate's first year of teaching. Each candidate is evaluated on competence and growth towards mastery of the California Standards for the Teaching Profession (CSTP). The candidate is required to work collaboratively with an assigned mentor in order to complete all requirements.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently, the district has no schools assigned to CSI or TSI. The district prioritizes funds to elementary schools in the district that provide comprehensive school-wide Title I programs. Professional learning is focused on the implementation of state adopted, standards aligned curriculum. In addition, the district provides coaching support and minimum day release time to support continuous improvement. Priority is given to provide the most support at the elementary level and close the achievement gap before children move secondary school.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district follows the Plan-Do-Study-Act cycle for continuous improvement. The district analyzes data, sets improvement goals, creates an action plan, carries out the plan, analyzes the results of the actions and determines what changes need to be made if any. The district uses this cycle to ensure the full implementation CA CCSS aligned standards in ELA/ELD, mathematics, history-social sciences, sciences, health education and physical education. The District Curriculum & Technology Council, District Leadership Team meetings, LCAP stakeholder meetings, district Parent LCAP Advisory Committee meetings, provide opportunities throughout the year to engage in meaningful conversations to evaluate and monitor programs, strategies, and activities and their effectiveness.

Each fall the district evaluates the progress of students based on the California School Dashboard. The district reviews Academics – ELA & Mathematics, EL Proficiency, Suspension, and Attendance and creates a needs assessment. The district further analyzes local and state data using Illuminate and Aeries Analytics. Teachers monitor local assessments in Illuminate. Principals and district staff use Aeries Analytics to provide real time data for student behavior and attendance. Staff monitors this data to determine areas for continued improvement.

District staff is surveyed annually regarding professional learning needs at the end of the year. The district receives feedback from teachers through the district coaching model and district-lead staff development opportunities throughout the year as well as through the District Curriculum Council committee. This ongoing dialogue with the district leadership team and teachers allows the district support staff to respond to needs during the implementation process as they arise.

TITLE III, PART A

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development will equip administrators, teachers, paraprofessionals, after-school program staff with the necessary skills and knowledge to meet the educational needs of all learners. Professional development is based on assessed needs with teacher input. Trainings are selected based on their proven effectiveness, basis in sound research practices, and sustainability over time.

Professional development over the next three years shall focus on:

1. Ensuring the full implementation of the CA ELD standards.
2. Ensuring an effective implementation and understanding of designated and integrated ELD.
3. Supporting staff in the understanding of the new English Language Proficiency Assessments for California (ELPAC).
4. Supporting English learner's acquisition of English at every level of proficiency (Emerging, Expanding and Bridging levels).
5. Ensuring classroom instruction is effective, engaging, and targeted to meet individual English learner needs in a supportive learning environment.

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.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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.

EL students receive integrated English Language Development (ELD): The district will 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.

English learners at the beginning of the Emerging level of proficiency in English that have been identified as needing a Newcomers class will be placed in one for a period not normally intended to exceed one year. All other English learners are placed in Structured English Immersion classrooms.

The school/district supports teacher grade-level collaboration on a regular and frequent basis 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.

The district uses 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. The results of this data are used to determine future professional development needs.

(LCAP Goal 1, Actions 1 and 3)

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:

- (A) 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
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 trained instructional paraprofessionals. Students in structure immersion classrooms may receive additional support/tutoring in the core curriculum (reading/language arts, math, social studies/history, and science/health). (LCAP Goal 1, Action 1)

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district will be using funds to support safe and healthy students. These programs, actions and services are outlined in the District LCAP Action 2.2.