

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

LEA Name

Saint Helena Unified School District

CDS Code:

28662909005497

Link to the LCAP:

(optional)

<https://www.sthelenaunified.org>

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.)

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.

The Saint Helena Unified School District (SHUSD) is committed to ensuring that all our students receive the support and services they need to meet their full academic potential regardless of race, language or socioeconomic status. Federal and state dollars are directed for the purpose of having all of our students receive what they need for school success.

Several instruction programs or strategies that were directed towards our unduplicated students provided in 2018-19 will continue in 2019-20. However, in our 2019-2020 LCAP actions, we see a need to modify and/or add some programs/services to continue to address the discrepancies we continue to have in math, reading, and suspensions within our sub-groups.

The directed supports and services proposed for 2019-2020, after careful evaluation of district data and stakeholder feedback are:

1. Summer School remediation or credit recovery grades 2-11 principally directed towards Migrant, English Language Learners, and Socioeconomically Disadvantaged Youth. Students are targeted for summer school based on MAP scores in the yellow or orange ranges plus finals results at HS and/or current grades. Students in the sub-groups will have right of first refusal for summer school enrollment. Summer school instructional focus will be targeted towards mathematics and English Language Arts.
2. English Learner Development summer school for middle school students in grades 6-8.
3. Early Back program for students entering kindergarten, with a focus on students who did not have preschool experiences.
4. Continue professional development with UC Davis on building strong PLC structures with designated leadership teams from the primary school and elementary school to utilize multiple measures on how best to meet individual growth areas for ALL students. We will discontinue the use of looping to work on creating grade level experts in grades 1st-5th that we found as a need within our district.
5. New: Begin working with the UC Davis Math Project in grades TK-8 for training and coaching targeted towards mathematics.
6. Continue the initiative to train and plan a multi-tiered system of support (MTSS) in all grades.
7. New: Plan and create a learning support center at the high school campus to house academic support providers, special ed support specialists and emotional support providers all in one place to create a wrap-around type of program
9. New: Hire two new AVID/MTSS Para-Educators III to work as an AVID tutor part time and MTSS direct service support provider.
10. Continue the additional personalized online learning supports of Edmentum, Read180, system 44, Reflex Math and Lexia

The principally directed Services will be as follows:

1. Two Teachers on Special Assignment (TOSA) hired at SHPS and SHES for intervention in mathematics and language acquisition;
2. Afterschool support programs at all school sites for ELA or math support
3. Imagine Learning online support as needed for newcomers
4. WestEd Teacher Training and Coaching on Language Acquisition Skills
5. Coaching of ELD teachers on new English 3D, Edge, and Insight ELD curriculum 6-12 grades
6. Guided Language Acquisition Design (GLAD) teacher training in grades TK-5

Evidence-Based research, experience or educational theory behind the above strategies and programs:

*We had used an action research model working with our TK-5 staff to determine if looping in our lower grades was showing the necessary academic results that we had intended. The results of stakeholder conversations, parent presentations, and school board reviews showed that we are not seeing large scale positive student academic growth from year to year in looping classes that you would have expected based on knowing the students' strength and growth areas. This was not due to teachers not effectively teaching but more to the idea that it is very hard to teach multiple subjects for one grade, let alone two grades. We will focus on creating grade level experts who effectively work within a PLC structure.

*Based on our experience of having instability in getting AVID tutors from year to year due to our rural location we knew we wanted consistency in our AVID tutor but did not need them as a full-time employee. However, at the same time, as we were starting to plan and create our MTSS systems at the MS and HS levels which needed additional personnel. This additional MTSS personnel was needed to case manage and provide direct services to our struggling students so we married the two positions needed. There two positions for the MS/HS are called "AVID/MTSS Para-Educators III).

*www.gse.harvard.edu "Summer Math Loss" June 2016 (Summer School)

*<http://projectgladstudy.educationnorthwest.org/> (Guided Language Acquisition Design)

*<https://www.edmentum.com/resources/research> (Selected due to the fact that it takes the MAP scores and makes an online Personalized Learning Path)

*<https://www.hmhc.com/products/read-180/research-results.php> (Read180 and System 44)

*https://www.wested.org/area_of_work/english-language-learners/ (WestEd Coaching and Training)

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 development of the LCAP encompasses many of the current directions of student achievement and stakeholder engagement while adding in new aspects of importance in creating alternatives to suspension and increasing interventions that are personalized based on the student need. Furthermore, the California Dashboard on student achievement leads us to direct attention and resources to teach Common Core State math standards and mathematical practices, address the English Language Learner achievement gaps in math and ELA and lastly the gaps in achievement for our socioeconomically disadvantaged youth and special education students.

All SHUSD schools offer the same kind of high-quality learning opportunities and access to the core curriculum in all curricular areas. Federal monies are directed to support additional programs and services to our students in need, in order, to have success in the regular classroom program (base/core curriculum) and to address the learning gaps. Federal monies are utilized for programs, personnel, and professional development. Professional development is directed towards improving instructional practices and strategies for teachers and individualized online programs are provided to meet the students where they are in math and English language arts.

Our LCAP is a single plan that guides the use of all funds available to the district, including LCFF (including Supplemental Grant Funds), state grants, federal Title I, Title II, Title III, and Title IV funds, grants from some smaller grants, and other funds available to the district. Examples of alignment include using Title II and Title IV funding, and a state Multi-Tiered Systems of Support-MTSS-(SUMS) grant we recently received. Using these funds together will allow us to intensify our change efforts, to work on academic and socio-emotional areas simultaneously, and to support PLC time for teachers to plan instructional improvements. All of these funding sources are used in concert to achieve the LCAP goals. We are also utilizing our mental health service grant and low performing student grant to build services within the MTSS to support the whole child in order to have academic success and socio-emotional support, as needed.

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.

The LCFF funds will be utilized to provide supplemental programs, services, and resources for targeted and at-risk students in addition to the core programs for all students. The services and resources will include 2.0 FTE interventionists: Teachers on Special Assignment (TOSA), one each at the primary and elementary school. District-wide services also include explicit language instruction for all students to better access the state standards, these strategies will be shared with all teachers to enhance language instruction across all grades and content areas. Research does support the fact that improving the overall educational program within schools and/or the district does improve the equity and access for targeted, at-risk and unduplicated pupils while providing all students an excellent program.

There is not a major discrepancy of unduplicated students at any one school, the district provides instructional coaching and support, Tier II and Tier III training and implementation, additional instructional technology tools & resources, and professional development for all staff to address the needs of targeted and at-risk

students at all sites. The primary benefit of the expenditures is for the target students, but all at-risk student groups will be served in the plan.

District-wide Services: Information in the ELA/ELD framework describes the benefit of explicit language instruction for all students to better access the state standards, so these strategies will be shared with all teachers to enhance language instruction across all grades and content areas through a contract with Wested. The supplemental funds are being spent on actions and services that are principally directed toward unduplicated student groups. These include:

- Professional development focusing on differentiated instructional strategies for at-risk students
- Teachers on Special Assignment - instructional support/coaching for staff
- Purchase of instructional supplemental materials, including instructional technology and resources for blended

learning

- Reading and math intervention programs & services implementation and
- Extended learning time beyond the school day and school year

The professional development working with English Learners, Socio-economically Disadvantaged students, and Foster and Homeless Youths is designated district-wide. All teachers will receive the training on strategies and differentiated instruction for ELs, SED, and Homeless/Foster Youth students.

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).

SHUSD will continue to build upon the use of Positive Behavior Intervention and Supports (PBIS) district-wide, to include this upcoming year additional training on PBIS and SecondStep curriculum. SHUSD will continue in year two of building meaningful/proactive interventions to address students who are at tier 2 or tier 3 levels for discipline. Next, we will have teacher training on Restorative Justice at the TK-5 levels and Responsibility-Centered Discipline at the 6-8 grades. We have hired a new resource officer through a grant with the City of St. Helena to help provide alternatives to suspensions by providing education and prevention. We will also provide alternatives to suspensions with Saturday and afterschool classes. All other measures that are currently in place for the district to reduce the number of discipline referrals causing a student to be removed from the classroom will continue for 2019-20.

Career Technical and Work-based Opportunities

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

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.

St. Helena High School (SHHS) currently has three career technical pathways (CTE) which promote skills attainment important to in-demand occupations and industries. These CTE pathways will continue for 2019-20 and additional work-based learning opportunities are continually pursued which match our pathways. SHHS also have dual enrollment within our higher level math classes. We heavily vested towards the Future Farmers of America (FFA) program and have a large majority of our students leave high school to pursue their college degree in the sciences.

TITLE II, PART A

Title II, Part A Activities

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

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 II funds are used for professional development. All SHUSD proposed and planned activities are based on multiple measures including the California Accountability Dashboard used to determine the professional development for the schools and district. Below provides the description of professional development activities that are to be carried out by the district for 2019-2020 and are built into the LCAP,

Goal 2 "By 2021, all students will demonstrate increased academic achievement as measured by formative and summative assessments".

- Improve academic performance for all students in mathematics by providing professional development from UC Davis Math project experts
- coaching/training on instructional materials and methods
- Continue staff development on evidence-based English Language Development
- continue professional development with WestEd staff on instructional language acquisition strategies and the ELD framework
- continue AVID professional development
- GLAD training for teachers TK-5
- continue professional development from WestEd for administrators on English Learners and Depth of Knowledge information
- Continue the implementation of NGSS and HSS standards with training

Goal 3 "By 2021, key identified conditions of learning will be demonstrated as effective by increased student achievement and engagement.

- Continue building the Professional Learning Community (PLC) structure TK-8 with training from UC Davis in order to use multiple measures to inform instruction and also, train staff around the multi-tiered system of supports (MTSS).

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

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

An area of strength continues to be our stakeholder engagement. In addition to several superintendent subcommittees that have parent and community input, parents are invited to participate on an English Learner advisory committee (ELAC) at each school site. Each schools' ELAC selects a representative to sit on the district English Learner advisory committee (DELAC). All parent meetings are translated and all materials sent out to parents are translated (per district policy). Our intervention TOSA at each of the primary and elementary schools and our community liaison assist in home-school communication for EL, migrant and immigrant families. All parents, community members, DELAC, ELAC parents are invited to take part in the LCAP steering committee and planning process. Furthermore, all DELAC parents are provided the opportunity to attend the state CAFE conference each year paid for by the district with school personnel.

Student's voice is also solicited and collected through formal and informal meetings. The LCAP steering committee has expanded student feedback to include a forum with middle school students which follows a meeting where high school students share their experiences in the district. Leadership classes meet quarterly with the Chief Academic Officer to discuss concerns and suggestions related to the student experience.

The district Parent Involvement Policy is distributed annually to all parents and guardians as part of our Annual Notice to Parents at the beginning of each new school year. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations.

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.

The poverty criteria that will be used to select school attendance areas is free and reduced lunch program participation.

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:

The SHUSD is committed to assuring equity for all students regardless of race or socioeconomic status. Several guidelines are followed during the hiring, placement, and tenure process to provide equal access to quality instruction and quality instructors. 100% of the teaching staff are credentialed and do **not** fit the ineffective, out of field or inexperienced teacher definitions under the Title I, Part A, Educator Equity provisions. SHUSD has a very veteran staff with low teacher turnover and only hire teachers who are deemed to be under the "Teacher Excellence" definition under the ESSA guidelines. All teachers are expected to follow the board adopted State approved curriculum across the district for their subject area. District and Site administrators and curriculum coaches are provided to assist teachers with the implementation of the curriculum and the fidelity of the program.

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:

As stated above under the Title III parent involvement section, SHUSD provides multiple means for parents to be involved in the LCAP creation, which is the overall plan that drives everything we do. Effective parent and family engagement is crucial to the success of any district and sets the tone of our school and district climate. Conducting multiple meetings with various stakeholders of the district happens throughout the school year. We have various superintendent sub- committees that are available for any parent to attend. SHUSD offers parent information nights plus parent training on various district programs, curriculum, and other pertinent topics. School sites provide many site level parents and family engagement activities throughout the school year (ie. family math morning, dads and donuts, poem in your pocket day, being there experiences, 5th-grade camp, etc...). We will continue to provide these types of activities to our parents in the 2019-20 school year. SHUSD upholds the premise that if families are to partner in the education of their children, we must provide them the opportunities and support they need to become involved. Developing effective partnerships with families requires that all school staff (administrators, teachers and support staff) create a safe and sound educational school environment that welcomes parents and encourages them to ask questions and voice their concerns as well as to participate in decision making. Developing partnerships also requires school staff to provide parents with the information and training they need to become involved and requires the school to reach out to parents with invitations to participate in their children's learning through a variety of activities.

In addition, the district conducts comprehensive stakeholder engagement processes to collect pertinent feedback and data in developing the LCAP. Planned monthly district-wide LCAP stakeholder meetings are held and in addition, a monthly report is provided to the school board on different LCAP initiatives. Our in-person stakeholder engagement increased with the additional inclusion of a district nighttime community cafe event for parents, students, staff and community members providing feedback on the performance of the district overall in several areas. We will continue the community cafe model for next year. We also switched to a new online parent communication platform district-wide to send text, email and/or voice messages to address the feedback we received last school year, in which parents would prefer text messages over other forms of communication. We did provide the CA. Healthy Kids parent survey this year instead of a district-made survey and received 32% of the parent survey back. An online survey will be conducted again in the next school year but we are not firm on whether it will be district created or the CHKS.

This data still shows that we need to continue our focus on engaging our Hispanic parent community on district-level committees to solicit in-person parent voice. Our number of parents attending the state CAFE conference went down from four to two parent this year, largely due to the conference being held in Long Beach instead of Sacramento this year. The district English Language Advisory Committee (DELAC) parents were interested in going, as this is the group that attends from year to year, but one could not travel that far, one could not get out of work and one was nervous to fly. In response to this fact, we decided to bring a CAFE presenter from last year's conference to St. Helena for a parent presentation. Dr. Consuelo Castillo Kickbush presented to parents in March 2019 on the topic of "Valuing Diversity and Honoring your Legacy". This parent presentation was conducted in Spanish with English translation available. The response was overwhelming successful per feedback received from parents who attended and all four DELAC representatives present. We will continue to send our DELAC parents to CAFE and bring presenters into the district to increase our engagement and outreach to all parents within our school community.

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:

Students will be identified for targeted assistance based on district benchmark results and school-specific assessments. We utilize Measures for Academic Progress (MAP) as our district-wide benchmark- administered three times a year, Scholastic Reading Inventory (SRI), Diagnostic Reading Assessment (DRA), DIBELS, common grade-level assessments, etc., to determine students most in need of academic support.

SHUSD have no students living in local institutions but we do have a few (less than a hand full) who attend a community day school within any given year for delinquent behavior through a contract with Napa County Office of Education. We assist the families with the transition to the community day program and their transition back to our comprehensive school system. Mental health counseling is provided by our partners within the community day school. Our ultimate goal is to have all of our students who are sent to community day to return to the district to finish out their school careers if they had success at the day school. We attend all necessary meetings and offer assistance as needed and available. School discipline procedures are clear and written down in the student handbook on acceptable behaviors and unacceptable behaviors as well as the consequences for violations for infractions.

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 following services are provided to homeless children and youth within the St. Helena Unified School District (SHUSD):

- Increased school programs (READ 180, System 44, Lexia, APEX online):
- All school have afterschool support programs for English language Arts and Mathematics:
- Two Teachers On Special Assignment (TOSA) were hired at the SHES and SHPS schools 3 years ago for intervention, in addition, a new mathematics intervention program started at the SH High School this year to great success, and in 2018-19 a new intervention program will begin at the middle school with a new hire:
- Master schedules were redesigned and a math teacher was hired at the high school to allow for math intervention within the school day utilizing a push-in model and this will continue for 2019-20
- summer school is provided as needed

All students who meet the McKinney-Vento Homeless Assistance Act criteria are enrolled and set up for success by providing a schedule which meets their individual needs. Mental health counseling is initiated to make sure there is a smooth transition into the district. The food services department becomes alerted on any new homeless youth so that students are placed on the free and reduced lunch rosters. All school supplies are provided, as well as, fees for any college entrance exams at the HS should there be a need. Our district community liaison is connected with the families to make sure we are doing everything we can to help with students and their families that are considered homeless.

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:

SHUSD works with "Preschool for All" programs to assist students and families in transition from a preschool program to our local primary school program. We also provide transition support from the primary school to elementary school, and the elementary to the middle and then to the high school. Strategies to assist students in transition include:

- school tours
- kinder, elementary, middle and lastly high school orientation days for students and parents
- provide "Where Everyone Belongs" (WEB) program in the transition from elementary to middle school
- new this year will be a new freshman core transition 2-week summer program for students coming to 9th grade from outside of the district
- parent information nights

AVID is also fully supported in the master schedules at the HS and MS to help increase student access to early college high school and dual enrollment. We have 4 sections at the HS and 3 sections at the MS, one for each grade level. All AVID elective teachers are trained in AVID methodology and tutorology. In addition, 2/3 of our staff is trained in content-related areas as well as our administrators. Counselors and site team work closely to encourage all students to enroll in courses of rigor, including AP and dual enrollment. Students are treated equitably when enrolling in rigorous courses. Counselors and instructors work together to promote enrollment in rigorous college-ready coursework. All 10th graders took the PSAT without a fee. Pre-ACT also offered free of charge. This year we became a testing site for SAT making the test more accessible to those without transportation to the next closest testing site 20 miles away. Our school makes use of the MAP test twice yearly to measure student growth and give us additional insight to identify students ready for AP or dual enrollment rigor. This will all continue for 2019-20.

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:

Programs and services through LCFF funding are implemented to provide differentiated opportunities for learning that are aligned with abilities and talents of individual students, flexible/cluster grouping, blended curriculum that meets individual student needs, develop stimulating and challenging methods of study, cultivate students' abilities to think critically, experiment, and foster self-direction, independence, leadership, and creativity, to utilize skills of teachers in teaching teams as well as other resources. The services are embedded within each grade level's curriculum. Teachers have and will continue to receive training in Direct Instruction where they do flexible grouping as part of the lesson. It is during this time that students can be asked to go deeper into the subject matter being studied. With the support of parent volunteers and site staff, each school site can provide additional or extended day programs, such as Genius Hour, Coding, Arts, STEAM activities, etc., as enrichment learning opportunities for all students to participate in.

LCFF funds are school library programs and we are a 1 to 1 district so all students have access to a device and continually work on digital literacy from TK through 12 grade. All core curriculum is blended to provide online differentiated assistance as needed and enrich the learning experience for the learner..

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

n/a

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:

The district provides all new teachers with one full induction day which includes training on the district instructional initiatives, technology support to familiarize teachers with access to accounts and emails, union leadership overview and lastly, site and district required logistics for new staff.

In addition, all teachers receive extensive training and professional development on all district initiatives. The focus for professional development in 2019-20 will be on the following and provide opportunities for the development of meaningful teacher leadership:

- English Language Development evidenced-based practices
- Multi-Tiered System of Support (MTSS)
- Depth of Knowledge (DOK) site leadership training and coaching
- Professional Learning Communities (PLC)

The plan for professional development is presented to the school board in June for the upcoming school year.

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:

St. Helena Unified (SHUSD) continues to commit funds to support teaching and learning across the district with specific attention to English Language Learners, Long-Term English Learners, and Low-Income Youth. The District has determined that expending funds in a district-wide manner is the most effective way to meet the District's goal for unduplicated pupils in the State and local priority areas. Funds will be spent district-wide to support educational offerings and support services for students in the identified subgroups.

Many students represented fit into more than one sub-group. Anyone and/or combination of sub-groups place these students at-risk academically due to language barriers, and environmental obstacles. In Fall 2018, the California Accountability Dashboard identified these sub-groups continue to perform in the orange or yellow range for ELA achievement and Math achievement per CAASPP. Growth was noted in academic performance, based on the dashboard, for the sub-groups but not far enough to move any of the groups into the yellow range on the dashboard. Strategies provided in 2019-20 started the process of intentional planning and support for our unduplicated student populations, however, the focus and energies within the district still need to be principally directed towards these sub-groups.

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 use of data will be evident throughout the school year as reported in progress monitoring forms, benchmark assessment reports and PLC notes. Multiple measures will be reviewed to develop intentional next steps of instruction and teacher training. Depth of Knowledge observation forms will be reflected upon quarterly by the administrative leads at the sites and the district level to determine what is observed that is positive and what are growth areas that are needed for staff growth. The district conducts a board study session on all our multiple measures at the beginning of the year and then site principals provide data to the board throughout the school year on programs, assessment results and services provided as they relate to the LCAP.

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:

Effective professional development around English Language Development (ELD) instructional strategies will be provided as shown below.

1. Provide training through AVID summer institutes
2. Continue professional development on guided language acquisition design (GLAD) strategies for all TK-5 teachers
3. Continue professional development with WestEd staff on language acquisition instructional strategies
4. Send a team of teachers to CA Bilingual Education (CABE) for training
5. Continue PD with WestEd on EL/DOK strategies
7. continue to follow the B.E.L.I.E.F modules to train administrators on designated and integrated ELD

Also, SHUSD will continue to build English Language Development supports and reclassification criterion for our students with disabilities and continue the training/planning process of a Multi-Tiered System of Support (MTSS) district-wide to provide an inclusive learning environment for ALL students. WestEd professional development on EL strategies for students with disabilities will be provided to designated staff.

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:

English Learners, who include any immigrant children or youth receive services in excess of 7.25% over those received by non-EL students in the form of:

- Summer support
- Imagine Learning online support at SH Primary School, SHES and RLS:
- Newcomer ELD curricular support in the form of instructional materials: ELD 3D, EDGE and Insight

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:

The effectiveness of the EL programs will be determined by the increase in English language proficiency and academic achievement in the core academic subjects for English learner students. The SHUSD provides the following to deliver high quality, standards-aligned language instruction based on scientific research:

1. All teachers will implement state-approved English Language Arts and English Language Development curriculum.
2. Imagine Learning English software licenses, a supplemental instructional material, will be provided to the classroom to students who are ELPAC 1 & 2 in grade levels K-2, ELPAC 1 & 2 in grade levels 4-5, and ELPAC 1 in grade levels 6-8.
4. All teachers are trained and will implement Guided Language Acquisition Design (GLAD) strategies.
5. All teachers in grades TK-8 will incorporate academic content area concepts into designated ELD time to increase student experience with the essential academic language.
6. A professional development plan is being provided to all credentialed teachers in Integrated ELD
7. Leveled Literacy Intervention has been purchased as a supplemental literacy intervention program and will be implemented to meet the needs of English Learners in Grades K-8 who are achieving below basic and far below basic in reading.
8. Summer school will be provided for targeted students to extend learning opportunities

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:

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Continued emphasis will be placed on helping students achieve English proficiency and meet State standards. As stated above the district places 7.25% dollars to increase or improve services for our most at-risk learners and English Language Learners.

School sites will not receive Title III funds directly. Resources, services, and training will be accounted for through the district office. Oversight and data review will be the responsibility of the Director of curriculum and Instruction in conjunction with classroom teachers, TOSAs, site principals, district committee members, School Board members, DELAC and the District LCAP Steering Committee. The district undertakes the following monitoring process to ensure English Learners are making satisfactory progress toward interim and annual goals.

At the school sites, all EL student records (testing, copies of letters to parents, grades, etc) are kept in an English Learner folder. The folder is updated annually and accompanies the cumulative folder when the school of enrollment changes. All students, including EL students, will participate in all required elements of the Ca. Academic Assessment on Student Progress and Performance (CAASPP). Achievement on these assessments will be used to monitor progress on the state standards. The English Language Proficiency Assessment of California (ELPAC) will be used for an initial assessment. The summative ELPAC will be administered annually to measure EL students' progress toward English proficiency. Reclassification criteria include results from the Smarter Balanced Assessment, district benchmark assessment(s) in English Language Arts, classroom achievement, and parent input. Data from the ELPAC and the CAASPP will be reported to School Site Councils, School Board, and ELAC; all stakeholders will have access to data through school and district accountability report cards. The principal monitors the EL student placement in classes and groupings ensures appropriate teacher authorizations, visits classrooms regularly to monitor designated and integrated ELD lesson implementation of district plans to meet the language and academic needs of the EL students.

At the district level, professional development and support to teachers, principals, and site-based English Learner facilitators to advance the English language development and academic achievement of English Learners are planned and implemented. All EL student information is recorded in a district database that is accessible to individual sites to download information. The district has an ELD subcommittee that meets every other month to review data and program.

In order to ensure that the district is providing evidence-based programs and services plus monitor progress, all principals will continue to build their knowledge-base and internal capacity around EL strategies by working as a learning team utilizing the B.E.L.I.E.F Modules out of Riverside County Office of Education and other specific ELD training. Site data will be reviewed quarterly for progress monitoring of at-risk and EL students. Site ELD coordinators will have and will continue to receive ELPAC assessment training and professional development yearly to assist in the development of the district master plan.

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:

Title IV is intended to improve students' academic achievement by increasing the capacity of the district and schools to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology to improve the academic achievement and digital literacy for all students. The SHUSD is proposing the following activities to provide additional supplemental services and programs dependent on available funding:

Activities to support well-rounded educational opportunities for students may include, but not limited to:

- Enrichment Afterschool Programs and Summer STEM Camps in TK-5 grades in partnership with the City of St. Helena

Activities to improve the use of educational technology in order to improve the academic achievement and digital literacy of all students may include, but not limited to:

- Edmentum: an online personalized learning platform for grades 3-8 in both English and math