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

LEA Name

Red Bluff Union Elementary School District

CDS Code:

52-71621-0000000

Link to the LCAP:
(optional)

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

*(**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 Red Bluff Union Elementary School District's strategy for the use of the Federal Funds is to supplement and enhance local priorities as identified in the LCAP and the three goals of LCAP: 1) Student Achievement; 2) School Climate and Culture; and 3) Parent and Community Engagement. The approach for our district is to accomplish this through the development and implementation of district-wide processes, structures, and systematic approaches to better address the needs of all students and improve the effectiveness of teaching and learning. Our LCAP highlights three major systems: 1) a Multi-Tiered System of Support (MTSS); 2) Effective Collaboration; and 3) Increase Professional Capacity.
All students are assessed academically using multiple measures: CAASPP scores, ELPAC, and other district assessment instruments selected by the classroom teacher. Resources, services, and personnel are identified, goals are set, and actions are taken to create a comprehensive program to assist the educational for all students in the school.

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 Red Bluff Union Elementary School District aligns resources by first assessing the needs of all students and staff. A comprehensive needs assessment helps identify strengths and weaknesses of the educational program. The goals in the LCAP are identified, and prioritized and once these needs are identified, priorities are developed and put in place. Federal Funds are then identified and allocations made, to provide resources and services for those identified activities. The District uses the information from the California Dashboard to guide these decisions on which underserved student group should receive this support. The Federal Funds are used to enhance this support.

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 *(as applicable)*

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 *(as applicable)*

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.

The District uses Free and reduced lunch applications. The Non-Public schools used their scholarship application to determine the status of poverty for their students.

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 process our LEA used to identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers followed the guidance provided by CDE for local equity gap analysis. The most recent data was used and below are the findings from the local equity gap analysis:
-The range of minority students served across the district ranges from 36% to 63% percent, with 3 of the 4 schools serving 50% or more minority students
-The elementary sites serving the lowest (36%) and highest (63%) numbers of minority students both had 3 inexperienced teachers assigned and the middle school had the highest number (5) of inexperienced or teachers with two or fewer years of experience
-The elementary sites serving the lowest (36%) and highest (63%) numbers of minority students both also had 2 ineffective/misassigned teachers and the middle school had the 3 ineffective/misassigned teachers
-The range of students at each site identified as low-income was narrower and ranged from 66% to 73% district-wide
-One site did not have any inexperienced or ineffective/misassigned teachers and serves 53% minority students and 68% low income students, hence creating some disparity with the site the that serves that serves the largest percentage of minority and low-income students and has 3 inexperienced and 2 ineffective/misassigned teachers
-The number of out-of-field teachers assigned is one teacher at every site district-wide, which does not create a disparity
Actions to address disparities & effect on LCAP

The district aims to hire appropriately credentialed, qualified, and experienced teachers. The challenge in a rural area is attracting a strong qualified candidate pool, recruiting fully credentialed teachers, and retaining teachers, especially those serving in special education. Some methods the district implements to support new teachers is to fund the induction program for those eligible and a "buddy mentor" program. New teachers not yet eligible for induction, such as interns, are supported through a "buddy mentor" program. Through this program an experienced teacher is paired with a new teacher to provide regular support throughout the year. For hard to serve areas, like special education, a recruitment or signing bonus may be offered. Annually, the district organizes a basecamp or training for new teachers prior to the start of the school year and throughout the year instructional coaches who work with teachers to support teaching and learning. Funding sources for these supports include Title I, II, and LCFF. At least annually, our school board receives a report on the number of pre-interns, interns, and fully credentialed staff.

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).

N/A

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The parent and family engagement policy is developed based on our Parent Involvement Board Policy jointly at the Local Education Agency (LEA) level with the D/PAC (District/Parent Advisory Committee) and at the site level with each site's School Site Council (SSC) which includes elected parent representatives. The policy is distributed to all parents and guardians as part of our Annual Notice to Parents at the beginning of each year in English and Spanish. Annually, SSC reviews and revises, if necessary, the site parent engagement policy and school-home compact Conferences.

Annually, at fall parent conferences parents complete a school-home compact with parent outlining how parents, staff, and students will share the responsibility for improved academic achievement and how the school and parents will build a partnership so students achieve success in academic standards. The compact emphasizes communication between teachers and parents on an ongoing basis and the mode for regular two-way communication. The student led conferences promote a higher of parent engagement in their child's education. Our parents shared the student-led conference format was conducive to on-going conversation and felt like a valued partner.

Sites host an annual Title I parent meeting to explain funds, parent rights, student data, school plan and how to monitor and become involved in their child's education. Teachers present information on state standards, grade level expectations, and state and local assessments at Back-To School Night. Each school site hosts family events focused on standards and provide activities and materials to support students at home. Parents receive information on how to interpret report cards, test reports, access and monitor student progress, and participate meaningfully in conferences. Parent training is offered both at district-wide and site level. Transitional Kindergarten (TK) and Kindergarten teachers host an orientation before the school year begins for families to visit the class, learn grade level expectations, and home activities. TK -1st grade implement a home early literacy program focused on strengthening family literacy routines while providing quality multicultural books weekly for home as part of LCFF. Parent training topics address math, science, reading, mental health, and cyber safety, including copyright piracy and online monitoring.

Parents are encouraged to volunteer and participate in forms of governance such as school leadership team, ELAC, SSC, and the District/Parent Advisory Committee (D/PAC). Every school's parent teacher organization hosts events with opportunities to volunteer. Parental involvement activities requested include supporting students academically and socially emotionally. Through our LCAP consultation, DELAC requested parent ESL classes. As a result, we partner with the local college to provide ESL evening classes.

Staff recognize parents as assets and their engagement positively contributes to their student's school success. Parent Engagement.is a Board and LCAP goal and includes indicators of levels and types of involvement from communication with to volunteering. One of the ways parents can be involved is have two-way communication regularly with the teacher. Our schools use many modes of communication such as parent portal, calls, text messages, social media, etc. to maintain regular parent communication and to recruit parents. Teachers are trained on effective student led conferences and approaching parents as equal partners, communication methods,

To ensure comprehensible communication, we disseminate information in the language designated as preferred by families. Translation for parent teacher conferences report cards, IEP's, notices, and meetings are provided. Our website includes ADA accessibility features to ensure information is attainable to parents with disabilities and making it easier to navigate.

Parents are surveyed for input on several topics including communication and involvement. English learner parents complete annual needs surveys to identify parent training topics. The English Language Advisory Committees (ELAC) train on standards, state assessments, and home support. The district works with local organizations such as mental health, probation, and SELPA to provide training to all parents. Childcare is offered as well.

Our LCAP stakeholder engagement process uses our D/PAC to assist with the development of the LCAP. The D/PAC is comprised of site stakeholder teams including parents including representatives of student groups; certificated and classified staff and unit leaders, and principals. D/PAC convenes at least 4 times. Agendas post 72 hours in advance. D/PAC members analyze data, evidence-based practices, identify priorities and provide input. Principals engage parents and SSC in a collaborative process to develop their School Plan and provide input for the LCAP. Our district aligns all plans to address district goals and student needs.

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.

N/A

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:

N/A

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:

There are designated homeless liaisons for the district and every school site. The liaison assists with enrollment, connects homeless families to resources and community agencies, and maintains data related to our homeless families status, attendance, etc. Upon enrollment, homeless families are connected with our county homeless liaison. The district works to ensure homeless students have access to the same free, appropriate public education as provided to other children and youths. Homeless families are enrolled at the school of the families' choice. Homeless children and youth automatically qualify for free breakfast and lunch and transportation to and from school. Ensuring students attend school on a regular basis is a priority, especially for homeless students, and attendance is monitored daily.

School counselors are available at every school site to support students with social skills, self-management, and behavior and families with resources within the school and community. Each site implements a social emotional learning curriculum to further support students and provide consistent and continual instruction in areas such as self-management, empathy, conflict resolution, and self esteem. In addition to school counselors, each site has a school psychologist and both work with students based on referral, social-emotional assessments, and for any identified need in either a one-on-one setting or small group on a regular basis, in addition to supporting teachers with large group sessions and interventions.

The goal district-wide is to provide a caring environment where there is consistency and support for all students academically and socially-emotionally. After-school tutoring is offered to students for academic support. If resources, such as clothing, eyeglasses, etc., are needed we have been able to provide them through donations or other sources. For example, one site has a parent resource room with a pantry and clothing to assist any family in need. As a result, even though funding is set aside under Section 1113(c)(3)(A), to date we have not had to use funds reserved under, which are set aside as last resort funds.

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.

Preschool to elementary transition: Each elementary school campus houses a state preschool. In addition, next year a special education preschool class will be added to one of our campuses. The preschool classes are in close proximity to the campus allowing for families and students to become familiar with the school campus. Every year the preschool class located near each campus will visit the kindergarten classrooms in the spring. Families of preschool students are invited to attend to the visit to become familiar with the school site's kindergarten program, campus, and other school offerings/programs. Preschool transition meetings are held annually with our TK-K teachers and other early childhood agencies, such as preschool Head Start to increase communication and ensure a smooth transition for each child entering our district. Every spring, parents are invited to visit TK/K classes at Open House, which occurs after our TK/K registration event where Open House invitations are provided. The transition for preschoolers attending the special education program occurs at an IEP meeting to determine a child's placement. Prior to the meeting, our district staff often visit and observe the student in the preschool setting to better understand needs and supports for the child. Parents are encouraged to visit our TK and K programs

Fifth grade students are invited to attend the Open House at Vista Preparatory Academy middle school. The elementary sites host Open House prior to the middle school's Open House, which allows us to invite parents and students to attend the Open House together. In addition, the middle school principal sends a phone and text message inviting parents of 5th graders. The middle school holds a "Road Show" where Vista Prep students and staff visit each elementary site and present the various activities offered at the middle school such electives, athletics, clubs, etc. These visits occur prior to Open House and create great enthusiasm and interest for the 5th graders to attend Vista. Feedback by parents at Open House indicated Vista's school presentations have a positive impact on recruiting students to attend Vista. A week before the start of middle school, Vista hosts a WEB (Where Everybody Belongs) Day. WEB is a day when 8th grade leadership students welcome incoming 6th graders and familiarize the 6th graders with the campus and get them excited about attending middle school. Each 6th grader is assigned to an 8th grader who serves like a mentor to incoming students.

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:

The transition from middle to high school occurs throughout a student's 8th grade year. There is a "bridge to college and career" person who presents to all students throughout the year. As the school year progresses, high school counselors visit the middle school and present to every 8th grade class, which is followed by a one-on-one meeting with every 8th grader. The sites exchange relevant data about the students and counselors from both sites meet to discuss recommendations for program placement and/or continued support for students. Both sites have a School Resource Officer (SRO) and one shared SRO who collaborate and communicate to assist with the transition. In preparation for special education transition meetings, a special educator and psychologist from Vista visit the high school programs in order to better understand the options available and to assist with a smooth transition. Annually, 8th grade students visit and tour the high school campus.

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:

Title I Part A funds are not currently used to fund Gifted and Talented programs or school library programs. The LEA monitors the need for additional resources in these two programs and addresses the needs in the District's LCAP.

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:

Our professional growth and improvement is focused on improving academic performance and guided by the goals in our LCAP. Professional development is aligned to our focus areas as determined by data, both quantitative and qualitative, to intentionally target areas of need and build educator capacity. The opportunities for growth range from new teacher and administrator induction and mentoring to job embedded coaching available to all teachers at each site. Over the last three years, a large portion of Title II funding, at least 40%, has been allocated to new teacher induction programs.

Data used to guide professional learning
Our focus is on equity, inclusiveness, and success for all students in achieving proficiency in grade level standards. The primary source of data used to plan professional development is student performance data in conjunction with progress towards district and site goals. Analysis of student data includes subgroup/equity group, grade level, and site data, standards and target skills aligned data, attendance data, behavior and social-emotional data, and reclassification data. Qualitative data is collected from teacher surveys, district-wide grade level meetings with teachers, professional learning community meetings, conversations with administrators and classroom observations. Systems and structures data is collected through administrations of the SWIFT- Fidelity of Integrity Assessment (FIA) as part of MTSS, School-wide Evaluation Tool (SET) for PBIS at the site level and Tiered Fidelity Inventory (TFI) at the district level, and the Performance Indicator Review from the state for special education. The LCFF Dashboard data and data from other state assessments and local assessments is examined. The audiences for professional development include teachers, paraprofessionals, support staff, and administrators.

There are two major areas for our professional development: academics with a focus on standards and behavioral with a focus on social emotional learning (SEL) in inclusive settings. There has been an increase in the need to address SEL. It is recognized, too, that SEL skills and academics are intertwined. Teaching students how to share ideas respectfully, have empathy, persevere to accomplish goals, and control impulses are as important as teaching academic skills. Learning these social and emotional skills is especially important to students who struggle academically. The goal is to teach SEL explicitly and in meaningful context, integrated, and as an integral part of teaching. The increased rigor in standards and shift to skills of effective cooperation, self-regulation, and perseverance sets up opportunities daily for teaching both academics and SEL

Content and pedagogy
The gap between current teaching knowledge and skills and expected student achievement needs to be closed through building deeper understanding of evidence based strategies, formative assessments, and expertise in standards. Recent data from SWIFT-FIA (Fidelity of Integrity Assessment) along with student academic data indicates the need to increase the effectiveness of instruction in Tier I or the first level of classroom instruction. Curriculum aligned to state standards has been adopted and provided to all teachers. Opportunities to increase the effectiveness of teaching and learning include job-embedded professional learning through instructional coaches, also known as one of the most effective types of professional development. The other occasion is during weekly professional learning community meetings. These meetings follow a 5-step data protocol beginning with unpacking and deeply understanding the standard. These are two on-going professional learning opportunities for teachers which build on the professional capacity to increase effectiveness.

Based on data and the trajectory of student learning, there is a need to ensure students are reading at grade level no later than the end 3rd grade. The percent of students mastering grade level standards in early grades in not high enough and puts stress on the system, currently unable to provide interventions to all students in need. The has led to professional development in phonological awareness with a focus on how to diagnose and intervene effective and immediately. If students have a strong foundation in reading without skills gaps in the standards, the outcome will lead to more students reading on grade level by 3rd grade.

In terms of social emotional learning, the district has engaged all staff, instructional and non-instructional, in a series of trauma informed practices. In addition, our district will enter it's third year with PBIS with a focus on coaching this year to bridge the knowledge and implementation gap and refine Tier II supports/systems. Each site has a SEL curriculum to provide instruction to all students. Full time counselors and psychologists at each site provide support in these areas and a system for data collection.

Equity
When looking through the lens of academic equity, our data is reviewed to identify any gaps between major subgroups. Based on LCFF Dashboard data, rating for the District in ELA rating is "orange" as well as for all subgroups except Homeless and Students with Disabilities both rated "red." All equity groups rated "Low" for status with the exception of Students with Disabilities, Foster, and Homeless which rated "Very Low".
In Math, the District rating is "orange." All equity groups rated "orange," except Foster Youth. All groups maintained a rating of "Low" with the exception of Students with Disabilities and Foster whose status declined to "Very Low." Based on local assessments, in reading the gap between student groups: "all students" and ELs averaged 32% for elementary sites and 41% at the middle school site, however reclassified ELs outperformed "all students" by 18% at the middle school. In math, the gap between "all students" and ELs widens as the grade level increases. The gap between all students and ELs and the "all student" group averaged 29% for elementary sites and 26% at middle school. Reclassified ELs outperformed "all students" in grades 4th-8th.

In special education, LRE (Least Restrictive Environment) is an area of improvement, since there are too many students who are spending less than 80% of their day in general education. As we implement MTSS, there will be a shift in recognizing supports and services for students rather than placement and programs. Another shift will be considering all students as general education students, first and foremost.

To address gaps between subgroups, educators must first examine their own biases, personal attitudes, perceptions while understanding their role and responsibility in creating equitable learning and performance outcomes. To increase the rigor and level of expectations, we will ensure all students are receiving instruction focused on grade level standards. Struggling students with unfinished learning, will not be pulled from core grade level instruction. Any additional support to close gaps will occur during school-wide designated intervention time. It is clear that teaching all students at a high level will increase the impact for teaching and learning.

The same consideration of equity must be given to climate. As a district who has implemented PBIS district-wide for 3 years, the focus is to create a safe, positive, and respectful environment based on building strong trusting relationships with students, families, and the community. Professional learning has focused on trauma informed practices for all staff, instructional and non-instructional, to improve understanding of social, emotional, physical and intellectual needs of our learners. This has been a shift in mindset and approaches in supporting students who have different needs in meaningful ways which are fair and equitable.

Design and structure
Learning opportunities for staff take on various forms. For example, instructional coaching, professional learning communities (PLC), book studies, after school sessions, webinars, and follow-up to professional development to ensure implementation. Time has been dedicated within the school day for grade level teams to meet weekly and conduct PLC meetings. During this time, teams focus on a standard, analyze data, set goals, identify evidence based strategies, teach, and assess, and evaluate the impact of teaching on learning. This time allows grade levels to engage in a continuous learning process and to delve deeper and unpack standards, align goals to LCAP and SPSA, and to work to solve a problem of practice targeting academics. The new teacher induction program offered by our county recently contracted with the New Teacher Center (NTC). The structure is an improvement from the former program with better mentor training, more opportunities for reflection, feedback and support so new teachers can embed new knowledge and skills into practice.

Collaboration and shared accountability
As noted by the state's quality professional learning standards, professional learning research confirms educators improve when they work in as a team to set common goals, share evidence based practices, and share accountability for outcomes. Professional learning communities (PLC) is a structure which promotes a shared purpose for student learning and collective responsibility for achieving success through the 5 step data team which includes setting goals to measure the effectiveness of instruction on student learning. Last year all teachers were introduced to data teams and had this past year to practice the process. In the spring, administrators and instructional coaches worked in a study group based on the book, "Learning by Doing" to refine the process, identify indicators and evidence for monthly PLC meetings in order to intentionally focus on teaching and learning and build in accountability and feedback for the process.

Resources
The professional learning standards identify 4 types of resources: fiscal capital, human capital, time, and equipment and materials.
 Fiscal Capital: Funding is used from multiple sources to support professional learning. The past three years, it was beneficial to receive funds from the Educator Effectiveness Fund grant. This allowed us to launch as new teacher base camp, provided annually now for new hires into our district. Although modified from 4 days to 1 day, the feedback from new hires has been positive. LCFF, Title I, and SUMS grant funds will be used to further fund professional development.

 Time: Through LCFF, additional time during the school day was provided for weekly PLC meetings. By hiring Physical Education (PE) teachers, students receive a portion of the mandatory PE instructional minutes while grade levels teams worked through a continuous improvement cycle. Although this time has been established and held sacred for PLC meetings, it's still a challenge to have enough time for collaboration and professional learning. Our district-wide schedule has a weekly early dismissal day, during which half the this time is dedicated monthly to teacher directed or independent planning and half to site or district directed collaboration in the structure of whole staff or small groups, which may be used for professional development.

 Human Capital: Both internal and external experts are provided to train staff. The goal is to sustain training, as much as possible, by developing the internal capacity of our own staff so they may facilitate, present, and teach other staff. Instructional coaches at each site serve as a form of embedded professional development. External experts and opportunities are included if they align to our goals and if follow up can be provided externally and/or internally.

 Equipment and Materials: All teachers are provided a teacher laptop to use in or outside of the classroom. Classrooms are set up with document cameras and televisions or projectors. Each classroom is equipped with the standards aligned curriculum. Additionally, a classroom budget is provided to each class to purchase any materials beyond the core curriculum or district-wide supplemental programs.

Alignment and coherence
The district creates coherent systems for professional development aligned to district and school site plans. Professional development is driven by our LCAP, which is based on student outcomes. Schools develop goals and actions/services aligned to the LCAP and through the analysis of student learning data, and stakeholder input. The district has been intentional in focusing our time, funds, and efforts for professional learning. Rather than taking advantage of every training, we carefully select those aligned to plan goals and initiatives, as well as ensuring there is evidence to support the training and/or practices. Another area where more coherence has been achieved is through cross site or district-wide training. For example, writing is a focus area and each year there are three collaboration dates district-wide dedicated to writing collaboration. Another example of how we maintain coherence and alignment is through the development of teacher leaders through opportunities for teachers to lead learning at their sites. This past year we piloted an interactive book study group. These teachers will assist in leading this professional learning in the coming year related to the topic. In 2017-18, the district provided a range of training through the Educator Effectiveness Fund grant, Title II, and other resources. The majority of hours was focused on ELA/ELD and PBIS topics such as building a positive class community and trauma informed practices.

  As we make a deliberate shift to teach standards to all students and increase the amount of time special education students are included as part of the general education classroom, the district has recognized the importance of implementing the core grade level curriculum with all students. As needed, additional support, accommodations, and modifications will be provided to ensure students can access the curriculum, content and learning. It is not beneficial for special education students to work in a separate unaligned curriculum than the core. This makes it difficult for students to participate when mainstreamed and to reach grade level expectations if the curriculum is below grade level.

 Professional development for principals is equally important.   The principal serves as the lead learner so it is important for principals to learn alongside teachers to improve the teaching and learning. This helps to ensure the principal understands the work and is better prepared to support, coach, and monitor implementation of the training. Principals new to the principalship, participate in an induction program and receive coaching. It is valuable for a new principal to have this support with a coach in setting both school and professional goals. Our administrative team works closely to ensure consistency and coherence across all sites in the district.

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:

N/A

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:

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:

The district's comprehensive ELD program for English learners consists of both designated and integrated ELD as part of a multi-tiered systems of support (MTSS) framework within a system which emphasizes increasing the professional capacity of personnel in order to support English learners to achieve high levels of success academically and linguistically.

English Language Development (ELD) is a core component of our newly adopted ELA curriculum. Professional development was provided to all teachers and principals in the newly adopted program. Additional coaching and classroom demonstration lessons occurred to further support teachers in deepening their standards knowledge and instructional strategies to support all learners. There was a two day training session specific to ELD lessons and how to differentiate for different levels of English learners. Professional Development supporting English learners will continue to target ELD Standards and integrated and designated ELD instruction to support and align with academic standards. This instruction aligns with our implementation of a multi-tiered systems of support (MTSS) and delivering quality first instruction at grade level, standards based along with differentiated support to address gaps to ensure success for all students. Additional training will be provided this year in interventions to address early gaps in the English phonological system, multi-tiered systems of support (MTSS), and equity to ensure all students, with a focus on particular equity groups including English learners, achieve proficiency on grade level academic and language standards.

One district focus is writing and this work will be enhanced by incorporating student academic conversations into daily instruction. The past school year, a pilot group of teachers implemented academic conversations in their classrooms. Both qualitative and quantitative data showed positive impacts of this practice in content and writing, as well as increased levels of student confidence. Several English learners were interviewed as part of the gathering of qualitative data. Student writing samples, pre and post, were collected to illustrate the impact of academic conversations on writing. In what is termed a "W-C-W sandwich," write-converse-write, post samples improved most notably in the areas of vocabulary and clarity or focus. The writing tasks are aligned to standards and require students to read and understand content, then write citing evidence from the texts. Academic conversations will continue to be rolled out, so all teachers will be trained district-wide. This work is also supported by a current grant.

With the full transition to ELPAC (English Language Proficiency Assessments for California), the new state language acquisition assessment, staff will be trained on the new assessment, how students demonstrate their language proficiency, the shifts to align to ELD standards instruction, and how ELPAC differs from the previous assessment, CELDT. This training will also be provided to our DELAC group. Data from our current ELPAC will be used to focus professional development on specific components of ELPAC that presented challenges to our students.

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:

Currently, our district has 18 immigrant students; all are classified as English learners. Given the numbers, we did not qualify for funding last year. Each year, we consult with our DELAC regarding the acquisition of funds. Regardless if funding is received or not, our bilingual paraprofessionals serve as a resource to our immigrant families and newcomer students. The paraprofessionals help to orient families with the US school system, expectations, and resources within the school and community. Students are assigned to classrooms where the teacher is bilingual, whenever possible, and where the most support will be provided. Bilingual paraprofessionals often provides instruction to front load content and/or vocabulary or lesson preview. Whenever possible, depending on the student's home language, the site will assess newcomers to determine proficiency and literacy skills in the home language.

Supplemental services provided to our immigrant students includes: intervention during the school day, after-school tutoring either in small group or one-on-one, and summer school. These are services available to to English learners and any learner considered at-risk. Our ELD curriculum provides lessons at varied levels for both integrated and designated instruction. In addition, students have access at school and at home to computer based learning programs. When funding has been allocated, we have paid for tutorial services for students who would not otherwise have qualified and support adult ESL and parent classes.

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:

Programs, activities, and sustainability
The overall goal of ELD instruction is for students to develop the language skills needed to learn content, aligned to grade level standards, taught in English and to be able to comprehend and express the content knowledge in English. A variety of approaches and strategies are implemented to help English learners increase their English language proficiency and master state academic standards. Effective practices implemented include: standards aligned curriculum, clear content and language objectives, monitoring long terms English learners (LTELs), evidence based strategies including those for vocabulary and to scaffold instruction, and small group instruction that is explicit and systematic.

A state-adopted ELD curriculum with designated and integrated ELD instruction is a part of the ELA curriculum implemented in all grade levels. ELD lessons and resources are designed to support English learners in developing a command of the English language, as well as increasing vocabulary and content area/background knowledge. The designated ELD instructional time is at least 150 minutes per week and may exceed this time when English learners need additional support to achieve proficiency. Explicit ELD lessons and additional instruction related to content and ELA grade level standards provide comprehensible input, so English learners can access core instruction and increase proficiency in all standards, ELD, ELA and content area. For example, students may receive a lesson prior to the core lesson front-loading the content and vocabulary of a core ELA lesson in order to grant the student access and increase understanding and participation. There are other supplementary programs used to support all students, including English learners.

Supplementary programs support English learners with specific skills related to both content and English language. These have been beneficial in identifying skills to be developed and providing instruction and/or practice. ELD instruction is not solely reliant on a designated ELD teacher. Rather, programs and activities have been sustained by building professional capacity of staff, who deliver instruction and integrate strategies and scaffolds. Building staff capacity helps to ensure students will receive instruction aligned to standards and appropriate supports to access content and language to make instruction comprehensible. Staff who attend professional development outside the district provide training to staff and support for implementation of evidence based strategies.

Along with the programs available, each site has a teacher designated as the English learner coordinator who assist to coordinate testing for English learners and monitors progress of English learners and reclassified fluent English learners. The coordinator attends ELAC and DELAC meetings and serves as a lead for English learners at the site level. The coordinator works with the bilingual para to accomplish the above mentioned duties and to organize and facilitate ELAC meetings and site sponsored parent training sessions. Three of the four sites have a bilingual para. The site without a full time bilingual para has under 30 English learners and is supported by the district's bilingual registrar.

Success expectations and measures
The expectation for our English learners is to master grade level academic and ELD standards. Annually, English learners are administered the state English language acquisition assessment and advancement of one performance level was the annual expected growth on CELDT. With the transition to a new state assessment, ELPAC, the state is currently studying scores to determine annual expected growth and reclassification levels. The district reclassification criteria holds a high academic standard and requires students to reach grade level proficiency as one criteria. The district's assessment plan is comprised of a variety of assessments for a variety of intents including for the purposes of collecting data for summative, formative, diagnostic and progress monitoring. These assessments serve as checkpoints and milestones for checking student progress. The data is analyzed at data team meetings scheduled weekly. The data analysis looks at individual

students and particular attention will be drawn to the performance of students in various equity groups including English learners and long term English learners.

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:

Achieving English proficiency
 The district expects English learners to advance at least one performance level on the state English language acquisition test, unless otherwise specified with the release of ELPAC studies on progress. The goal is to reclassify students within 4-5 years of attending a US public school. In addition to the ELPAC, the district uses multiple data to determine a student's eligibility for reclassification including state and local academic assessments, as well as teacher qualitative input. Progress is monitored annually on the state language acquisition assessment and throughout the year sites are requested to examine academic data to determine if any English learners are eligible for reclassification.

 The district records state assessment data in the student information system and our district-wide data management system. Our data management system is comprehensive and houses data from district, local, and class assessments from present and prior years in conjunction with students grades at the elementary level (middle school grades are in the student information system), screening and progress monitoring data, and this coming year intervention data will be tracked. The system provides a multitude of reports including multiple assessment reports. District and site administrators and instructional coaches can view data for all students. Teachers have access to their students. Annually, the list of long term English learners is provided to site administrators and the English learner coordinator. The coordinator works closely with the site administrator, teachers, and bilingual para to monitor the progress of English learners and reclassified fluent English learners at 6 month, 1 year, and 2 year intervals to document progress and determine if additional supports are needed for either language or academics. The reclassification and monitoring information is presented to parents whose signatures are noted on each of the forms.

English learners who are not reclassified within 6 years of attendance in a U.S. public school become long term English learners (LTEL). The monitoring of LTEL students is important as teaching and learning need to be closely and frequently monitored and adapted in order to achieve success. In our district, since we are TK-8th, we monitor students classified as "at-risk" of becoming LTEL students because the challenge to intervene successfully can become more difficult as students progress through the grade levels. Our district strives to have all students, whenever possible, reclassified before entering high school. It is recognized that the impacts of being an LTEL or even an EL in high school presents not only a challenge, but often limits class options.

Meeting the challenging state academic standards
 The district's assessment plan is comprised of a variety of assessments for a variety of intents including for the purposes of collecting data for summative, formative, diagnostic and progress monitoring. These assessments serve as checkpoints and milestones for checking student progress. The data is analyzed at data team meetings scheduled weekly. The data analysis looks at individual students and particular attention will be drawn to the performance of students in various equity groups including English learners and long term English learners. With approximately 11% English learners in our district, the task of monitoring progress is not overwhelming.

District system such as professional learning communities, who meet weekly, and MTSS create structures for monitoring of all learners to occur frequently and throughout the year. In addition, effective instructional programs, high quality professional development, and highly trained personnel help to ensure English learners make progress in English as measured by the ELPAC and meet or exceed grade level academic standards every student is expected to meet.

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 funds were transferred to Title I and V to support needs under these funding sources and site plans.