

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

LEA Name

Central Unified School District

CDS Code:

10739650000000

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

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

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

DRAFT_5_30_19

Pending CDE/FCSS Input

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.

Central Unified School District's (CUSD) strategy for using federal funds is to increase low income and English learner student performance to the proficiency level in English Language Arts. Central USD allocates Title I money to elementary, middle school, high school and alternative education sites based on their low income percentage on a low income per pupil basis. Sites use the funding to close the achievement gap for academically at risk students. All site goals and actions for the use of Title I funding are articulated and approved in their school plan for student achievement (SPSA).

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.

CUSD uses federal funds to support instructional activities in classrooms. Funding is used consistently with the rules attached to the funding source and federal guidance. After a comprehensive needs analysis and stakeholder input, CUSD school sites articulate their planned goals, strategies, and actions in their SPSAs, clearly delineating the use of federal, state, and local funds for each approved action in their SPSA.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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 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.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Central USD's process for identifying 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 includes annual audits by Human Resources of teacher qualifications and credentialing. Reports to be analyzed are generated by following the Data Collection Guidance by California Department of Education (CDE) and using data collected from DataQuest for the most recent year available (2017-18). Data utilized is Enrollment Data, Low-Income Student Data (based on Free or Reduced-Price Meals) Minority Students and Teacher Workforce Reports. Locally collected data for 2017-18 is published in the 2018-19 School Accountability Report Card and includes numbers of Ineffective Teachers (Misassigned or Teaching without a Credential), Inexperienced Teachers (two or fewer year experience), and Out-of-field Teachers (General and Special Education Limited Assignment Permits).

Using the information above to generate reports, Central USD has determined that:

- 3.1% of teachers in schools with the highest percentage of minority students as misassigned or teaching without credentials, while less than 1% of teachers in schools with the lowest percent of minority students are misassigned or teaching without credentials. This data indicates that there is an equity gap 2.1% in this area.
- 2.3% of teachers in schools with the highest percentage of low income students are misassigned or teaching without credentials, while 2% of teachers in schools with the lowest percent of low income students are misassigned or teaching without credentials. This represents virtually no equity gap.
- 21.9% of teachers in schools with the highest percentage of minority students have two or fewer years teaching experience, while 7.8% of teachers in schools with the lowest percent of minority students have two or fewer years teaching experience. This represents an equity gap of 14.1%.
- 2.3% of teachers in schools with the highest percentage of low income students have two or fewer years of teaching experience, while 1.5% of teachers in schools with the lowest percent of low income students have two or fewer years of teaching experience. This represents an equity gap of less than 1%.
- Based on 2017-18 data, there were 0% Out-of-field teachers in Central USD, therefore there is no equity gap.

To address the teaching equity gaps for low income and minority students, Central USD will provide mentor teachers for each teacher with two years or less experience. Inexperienced teacher support will include participation in the CUSD Teacher Induction Program. The CUSD Teacher Induction Program is designed as a two-year, individualized, job-embedded system of mentoring, support, and professional learning which begins in the Induction Teacher's (IT) first year of teaching. Teachers that are misassigned or teaching without credentials receive ongoing support from Central USD's Human Resource (HR) and Educational Services Departments. Support includes assistance towards completion of coursework and timelines to obtain their appropriate credential, as well as ongoing Instructional Support Coach (ISC) support and coaching in the classroom to ensure first best teaching. Site leadership teams conduct classroom observation of teachers that are misassigned or teaching without credentials and provide structured feedback to guide instruction. Every site holds regular Professional Learning Community meetings that include teachers that are inexperienced, misassigned, or teaching without credentials and gives them time to be part of data teams and co-plan lessons. Professional development plans (district wide and site specific) are designed to address the goals outlined in the Local Control Accountability Plan and are prioritized by analysis of audit findings for sites that have low-income and minority students being taught by ineffective, inexperienced, or out-of-field teachers.

Central USD engages stakeholders in its process for identifying strategies for addressing discovered equity gaps during the Annual Title I meeting, at ongoing District Advisory Committee meetings, District English Language Advisory Committee meetings, Local Control Accountability Plan (LCAP) Guidance Committee meetings, and LCAP stakeholder meetings (multiple dates and times from January - May including parents, staff, students, and community.)

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:

CUSD utilized the services of the Parent Involvement Coordinator (PIC) and parent outreach services through highly trained support staff including: 4 Community Liaisons- Bilingual (Spanish, 1 Punjabi, 1 Hmong) for K-6 schools, a Family Outreach Liaison at secondary (Spanish) to ensure that all schools developing CSI improvement plans involve authentic and timely input from parents and family members. Staff will invite community members to school site input and planning meetings via personal telephone calls, PeachJar Flyers, district web pages/calendars, district social media (Twitter, Facebook, Instagram), and via automated text/email messages on BlackBoard Connect.

CUSD will implement effective parent and family engagement at the district level by continuing to fund and grow the district Parent Involvement Coordinator (PIC) position. A parent education calendar is posted on the website and shared at district parent meetings. The PIC hosts parent workshops and trainings at the district level and has helped sites develop their trainers for classes as well. The District PIC facilitates the parent training calendar based on needs assessments and interest inventories completed by parents. Central USD continues to focus on increasing parent involvement in the input process. The district created an "LCAP at a Glance" brochure that summarized our LCAP in an attractive, easy to understand format. This handout was provided in English, Spanish, Punjabi and Hmong to sites for distribution at events and school site advisory groups. School staff are trained yearly to build their capacity to work with parents and value parent contributions as an important part of improving student learning outcomes. In addition, the district has supports 9-12 grades with a bilingual Family Outreach Liaison. This liaison works closely with teachers, counselors, attendance staff, intervention staff and administration to facilitate communication and partnerships between the school, the parents, and the community.

CUSD school sites maintain compliant parent advisory committees where parents and community have an opportunity to provide input on the direction of the district based on analysis of data. These meetings also include an annual review/revision of both the district and site level Parent Engagement Policies. SSC, ELAC, DAC, DELAC, Migrant PAC, annual Title I meetings and Gate Parent Advisory Committee meet to provide two way communication with sites and the district on the district's Guiding Principles and student achievement. Each of these committees, along with the District Advisory Committee (DAC) review and approve (or revise and approve) parent engagement policies annually. The Parent Engagement Policy is distributed annually to the public in the Central USD Parent Handbook. Central Unified facilitates parent involvement and engagement through regular and consistent communication with parents through district publication, newsletters, websites, school events, regularly scheduled opportunities for parental input at each school site, and parent/teacher conferences.

Central USD currently has the schools below identified for Comprehensive Support and Improvement (CSI):

- Glacier Point Middle School
- Roosevelt Elementary School
- Pershing Continuation High School
- Central Learning/Adult Alternative School Site (CLASS)

Central USD engages parents in developing a plan for CSI schools during the Annual Title I meeting, at ongoing District Advisory Committee meetings, District English Language Advisory Committee meetings, Local Control Accountability Plan (LCAP) Guidance Committee meetings, and LCAP stakeholder meetings. Site level input will occur at school site council meetings, English Learner advisory meetings and the site level Annual Title I meeting.

All principals were trained to facilitate LCAP stakeholder, SSC, and ELAC meetings for their sites' parents/community members and staff. Meeting evaluation forms and parent input forms are made available and completed by parent advisory committee members during each meeting at the site and district level. In addition, a parent survey that addressed the key priorities of the LCAP was available for parents to provide input either electronically or in print. Print copies of the survey were available in English, Spanish, Punjabi, & Hmong. During LCAP input meetings, if parents were not able to attend their site session, regional input sessions were conducted at each of the three middle schools. Interpretation in Spanish, Punjabi and Hmong and child care were provided at the site and regional meetings. Based on feedback received from previous parent/community input sessions the district offered the site and regional input sessions on different days of the week so that parents would have more flexibility and options to attend stakeholder input meetings.

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:

Currently, Central USD has 21 Title I schools in the district that are SWP. Central USD currently has no 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 (Title I Part D). The current SWP schools receive the following assistance from the LEA in upgrading their educational programs as outlined in their Single Plan for Student Achievement (SPSA) to ensure alignment with state and federal laws and the LEAP:

- Training in how to access data from the district information system and turn it into user friendly information for site based data teams.
- Reading Intervention teachers (Reading Labs) and materials/training for academically at risk students
- Before, after, and during school tutorials for academically at risk students
- Teacher release time for grade level planning, professional learning communities (PLCs) and formative assessment
- Training and support in participating in 'Principal Round Tables' where principals present their findings based on analysis of data and their plans to address areas

of need. Round Table discussions are aligned to SPSA, LEA Addendum and LCAP goals.

- Training and coaching support in SBE adopted standards aligned core materials in ELA and Math.
- Support and training in the implementation of the district Multi-Tiered Support Systems (MTSS).
- Provide services of a District Parent Involvement Coordinator and Family Outreach Liaison
- Pre-school transition services facilitated by District Office staff
- Instructional Support Coaches (ISCs) that provide 'at the elbow' coaching for leadership and staff
- ISCs for teachers of English Learners 'at the elbow' coaching for leadership and staff
- Biannual site meetings with Director of State & Federal Programs and Director of Fiscal Services to support the implementation the SPSA as developed by site

stakeholders and approved by the SSC and local governing board

Central USD currently has no schools operating a targeted assistance school program under Section 1115.

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:

Many of our homeless children and youth are in need of services that include day-to-day and long term supports such as financial support, academic support, social/emotional support and post-secondary support. Any child or youth identified as homeless automatically qualified for free breakfast, lunch and dinner as well as transportation to and from school. Students are also provided a school supplies and a hygiene kit if necessary. The cost of transportation is paid for through funding identified by the district. Students who show a unique need for items such as clothing, shoes, jackets, books and computers are addressed on a student by student basis. Central USD currently has an intervention specialist specifically assigned the support role to help identify and support our homeless children, youth and their families.

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:

CUSD preschool teachers work collaboratively with TK and Kindergarten teachers as they plan lessons using Preschool Foundational Standards aligned with Kindergarten Standards. Preschool students are monitored throughout the year using the Desired Results Developmental Profile, the Ages and Stages Questionnaire and a Kindergarten Assessment tool. These measures help to identify students that need interventions and provide feedback to teachers on TK/Kindergarten Readiness. This data compiled with observational methods are shared with families at parent conferences in the fall and spring during the school year. District Parent Resource Nights occurring twice a year and weekly Storytime at all elementary sites provide opportunities for families to learn ways to support their children as they transition from preschool to elementary school in Central Unified.

All High School Campuses have parent orientation events prior to the start of the school year to expose parents and students to their new school. Middle schools have also started having orientation events for incoming 7th graders. Each high school campus has college and career fairs that bring in representatives from local colleges, businesses and the armed forces to present to students and parents. Students also attend the College Night and CTE Expo put on by the Office of the Fresno County Superintendent of Schools. Students attend college and industry related field trips in a variety of classes and clubs on each campus. Guest speakers from colleges and industry visit a variety of classes on each campus to share expertise and the knowledge and education needed for particular careers. Central USD offers dual enrollment and currently has 32 students enrolled in Sports Medicine, 33 students enrolled in Engineering/Drafting, 10 students enrolled in Engineering/Drafting 2, and 24 students enrolled in ROP Welding.

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:

Central USD uses Title I Part A funds to support Illuminate web based data system. This system is a valuable resource district wide that allows teachers and administrators to monitor student achievement, create achievement reports, and view current assessment data in real time, lending authentic information to make data-informed decisions to positively impact student success. PLCs use Illuminate generated data on a regular basis to inform instruction, monitor student progress, and diagnose intervention needs. Administration utilizes the system to run customized academic reports, conduct needs analysis' and share at their staff and parent meetings. Central USD also uses Title I Part A funds for Accelerated Reader (AR) licensing. AR is software for K-12 schools for monitoring the practice of reading. AR provides independent reading practice, research-proven goal setting tools, activities that span a variety of skills and text types. Finally, Central USD uses Title I Part A funds to contract with Document Tracking Services (DTS). DTS is a web service to streamline template-based documents, forms and translations. This service is invaluable in facilitating the production of required state & federal reports and plans and allows principals and other leadership to house all plans in a easily edited, web based location, spending less time creating the plans and more time successfully implementing them with staff, community and students.

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:

California Dashboard, Fall 2018 indicates that CUSD's overall performance level for our students in grades 3-8 and 11 for English Language Arts is yellow and for Math is orange. To see improvement and close achievement gaps, the district recognized the need to provide professional development and coaching to support teacher's ability to address the academic needs of their students, especially Students with Disabilities (SWD). All professional learning for teachers, administration, and support staff will be structured to build capacity and improve student learning outcomes in this area.

Central USD provides a mentor teacher for each teacher with two years or less experience. Inexperienced teacher support includes participation in the CUSD teacher induction program. The induction program is a two-year, individualized, job-embedded system of mentoring, support and professional learning which begins in the first year of the Induction Teacher's (IT) teaching. Sustained and intensive mentoring during this two-year program encourages participants to reflect on practice, implement new strategies and validate their learning as evidence of development and growth over time.

Elementary Instructional Support Coaches (ISC) facilitated the Lesson Study process for teachers in grades 3-6. This professional development model utilizes a collaborative structure uniting teachers from each grade level with peers from another site to form Lesson Study teams. After participating in mathematics professional learning sessions targeted to each grade level, teams designed, implemented, observed, and debriefed research lessons focused on student learning and next steps for teaching. The ISC serving middle schools also facilitated the Lesson Study process for teachers of English Language Arts, Mathematics, and Science. Each level of team, 3-8, infused strategies to support EL and SWD in their research lessons. Vertical Teams of teachers met to prioritize ELA and Math Standards in a process that involved input from teachers with representation from each site. The team collects, reviews and acts on feedback as they prioritize standards in multiple work sessions. Teachers also met in vertical teams to check in on review of our benchmark assessments.

Stakeholder input indicated a need to provide professional development to help teachers connect with students/families, raise cultural awareness and better meet social/emotional needs. CUSD appreciates and take seriously the input of all of our stakeholder groups as this information informs our goals and actions. District level professional development has included beginning exploration for implementation of national service delivery programs for school counselors and school psychologists. District-wide professional development for behavior and social-emotional supports has been implemented for all teaching and credentialed staff through video modules. Topics include MTSS integration to address needs of the whole child through relationships, trauma-informed practices, alternatives to discipline, and tiered supports to support the whole child. For the 2019-20 academic year the district will purchase Social/Emotional Learning curriculum with embedded anti-bullying modules and provide sustraning professional learning to ensure successful implementation.

In pursuit of continuous improvement and academic excellence, principals participate in professional learning at monthly 'In Depth' meetings. These meetings are hosted by the superintendent and the superintendent's cabinet. Guests presenters from applicable outside entities or Central USD departments work with principals to build capacity to learn and lead at school sites. Administrative Leadership Teams (ALT) is comprised of site principals and district directors. The ALT meets monthly to collaborate and process academic achievement data, school systems, and district support. Curriculum and Instruction Academic Council (CIAC) meets one day per month. The CIAC is made up of principals, vice principals (VPs), guidance instructional advisors (GIAs) and Educational Services Staff. This larger body meets to ensure professional learning in both a horizontal and vertical mode--growing and honing the leadership skills of all involved while addressing academic, behavioral and social emotional initiatives that are being implemented district wide. Finally, Central USD also provides additional support for VPs and GIAs via the VP/GIA academy and the New Leader Network for year 1-2 principals monthly meetings.

Evidence of effective professional growth and improvement is collected during classroom observations, analysis of academic achievement and student engagement data, and end of the year principals Round Table meetings.

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:

Central USD convened a meeting with CSI and ATSI identified schools to determine the potential causes of the poor student performance on dashboard indicators. The site's brought leadership teams to the meeting. Educational Services staff began the process by guiding the site teams through a data based needs assessment and then a root cause analysis for each site. Teams left with a 'next steps' preliminary plan and will continue to meet regularly to deepen their learning and monitor progress.

Central USD will provide additional assistance and support for CSI schools by supporting SPSA development and revision as well as including CSI elements in year end Round Table goals/analysis discussions. All revised and target areas for CSI schools will be tied to existing LCAP goals, which are aligned to board supported superintendent goals. The district will use funding allocated by the state to construct, implement and monitor evidence based interventions for both Math and ELA at the sites identified, and increase frequency of monitoring for academic success and auditing of resources to identify if any resource inequities exist. The district will also solicit support from both Fresno County Superintendent of Schools (FCSS) and also participate in a West Ed Network Improvement Community (NIC) to ensure collaboration and additional evaluative lenses on the process and implementation of improvement science.

CSI & ATSI schools will have monthly meetings with their supervisors that will include CSI goals and actions as a standing item. These meetings will include analysis of current performance data as well as implementation of agreed upon actions. Supervisors will recommend continued/revised/or increased activities as needed. CSI schools will meet as an improvement network quarterly to analyze data, plan, and revise actions as necessary. They will also participate in professional learning with FCSS and NIC meetings with West Ed.

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:

CUSD's professional development is focused on closing the achievement gap, so schools with the highest percentage of low income students and students at risk of not meeting challenging academic standards are naturally receiving the most benefit from Title II funded professional development. The district consults state released reports to validate prioritization of funding for low income students as well. The overall structure for consultation is embedded in the LCAP process, where we consult with all stakeholders as we develop our plan. Consultation with parents often leads to areas of focus for professional development. LCAP consultation with staff and bargaining units also adds professional learning topics to the list. Parent surveys also reflect suggested areas for expanding teacher learning.

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:

CUSD will provide sustained, collaborative staff training to develop deep knowledge of the ELA/ELD Framework and how to use the adopted materials to reduce the creation of long term English learners. Professional learning will include principals, support personnel, and paraprofessionals. Along with professional development, we will provide in class instructional coaching support, and supplemental resources that increase teacher capacity for implementation of ELA/ELD Framework. Additional professional learning will include the English Learner Roadmap and revised Master Plan for English Learners.

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:

CUSD currently does not receive Title III Immigrant funding.

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:

CUSD will revise and refine the master plan for ELs to address appropriate scheduling, progress monitoring, and effective use of data. The EL Master Plan Committee will meet to discuss how our LEA current practices align with principles and elements of the California Roadmap with the goal of identifying areas of growth that can be addressed through the LCAP process. The EL Roadmap is prompting a new era of education for EL Learners that focuses on the whole child and emphasizes the importance of being bilingual, multilingual and bi literate in our global society. CUSD will provide teacher training to develop deep knowledge of the ELA/ELD Framework and how to best utilize the current adopted Integrated and Designated ELD materials. In addition, the district will continue to refine and implement the intake and classroom placement systems for newcomer ELs. Parents of newcomers will attend an orientation workshop with their students to ease their transition to school. With the opening of a new elementary school, the district will begin to prepare for the introduction of Dual Immersion Programs.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

CUSD will support site and district level Professional Learning Communities (PLCs) to close the achievement gap for ELs. Topics will include data analysis, reteach strategies considered most effective for English Learners and use of formative assessment. CUSD will conduct follow up coaching, monitoring, and accountability for teachers and leadership to close the achievement gap for ELs. Support will also include classroom observations/instructional rounds to calibrate observations and gather evidence of training to practice.

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:

After conducting a needs analysis and considering private school and stakeholder input, CUSD will be transferring all Title IV funds to Title II to support 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.

CUSD will continue to support and refine a Multi-Tiered System of Support (MTSS) to ensure the district is effective in meeting student needs to be engaged and connected to school. Central USD's system includes the enhancement of the PBIS framework as well as the monitoring and implementation of practices such as Restorative Justice and Youth Court (high school level) using intervention staff, psychologists, and certificated/classified staff to meet the needs of students. Staff will provide behavioral counseling support to provide positive and safe learning environments.

CUSD will continue to partner with Institutions of Higher Education (IHEs) to support in-district masters programs in Reading, STEM and Administration to enhance the skills of our appropriately credentialed staff and ensure first best teaching for our students. With additional staff lowering class size, teachers will be able to effectively engage students in more hands-on, one on one activities, thereby increasing engagement and learning.

CUSD will provide technology through a school-to-home program in combination with in classroom access, to improve equity for unduplicated students and to extend educational opportunities beyond the school day. In addition, Central USD will provide staff (certificated instructional support coach or ISC & Director of Instructional Technology and classified tech aides at sites) to ensure that access to digital academic resources and technology is appropriate, differentiated, and effective in improving student achievement.