

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

LEA name:

Baldwin Park Unified School District

CDS code:

19-64287-0000000

Link to the LCAP:

(optional)

**For which ESSA programs
will your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children
and Youth Who Are Neglected, Delinquent, or At-
Risk

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, Title II, Title III, Title IV

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.

Baldwin Park Unified School District is committed to increasing and improving services for low income students, English learners, and foster youth. The district's unduplicated count of 88% is well above the 55% threshold. Increased and improved services outlined in the district's Local Control and Accountability Plan (LCAP) are intended to provide for the greater resources and actions required above the base grant. The following describes the district's local priorities or initiatives to increase and/or improve services as outlined in the (LCAP):

Goal 1: Maintain a framework for 21st Century Learning that prepares students with the relevant skills and knowledge to be college and career ready.

- Improved focus on learning for elementary grades through identification and revision of ELA essential standards, selection of district common assessments, revision of pacing guides, and identification of English language development assessments to monitor English learners acquisition of English. Secondary curriculum committees will be discussing pacing guides, assessments, core novels and a writing program. A pilot of "Write from the Beginning and Beyond" will take place following training. High school committee members will also add exploring ways to best meet the needs of English learners and special education students.
- Continue to develop and offer Science Technology, Engineering, Art and Mathematics (STEAM) and Project Lead the Way (PLTW) courses to provide unduplicated pupils opportunities to explore interests, imagine and design solutions, and develop confidence and independency as problem solvers.
- Increase rigor by providing professional development opportunities for Advanced Placement (AP) courses teachers. Teachers will learn strategies that include critical reading and writing skills.
- Expand training of Curriculum Technology Intervention Coaches (CTI-Coaches) in technology and the use of technology in the classroom to provide blended learning model lessons.
- Increase the number of experienced teachers through the training of a third cohort of teachers. Training to include blended and personalized learning models and strategies on coaching in the classroom. •Utilize recognized successes as models. Baldwin Park Unified's Kenmore Elementary and Santa Fe Schools were named to the 2017-18 California Honor Roll as a recognition of their academic success, improvement over time and narrowing of the achievement gap.

Goal 2: Foster an environment of support, understanding and emotional safety for students and all stakeholders to increase student achievement.

- Increase implementation of schoolwide systems of support and building of positive learning environments through implementation of Year 4 and Tier 2 trainings for Positive Behavioral Interventions and Supports (PBIS).
- CTI-Coaches to continue trainings in Response to Intervention (RtI) and implementation of tiered interventions to best meet the needs of the unduplicated pupils.

Goal 3: Promote a culture of collaboration by strengthening and increasing partnerships and effective communication systems amongst all stakeholders.

- Increase sustainability of the Professional Learning Communities model through a coaching model for schools as they regularly come together as educators to work collaboratively to increase student achievement.
- Continue to strengthen parent engagement to involve families in their child's education. Increase meaningful parent engagement opportunities that mirrors the learning that is taking place within the classroom.
- Increase and improve safe learning environments prepared for emergencies.

Activities supported through the use of Title I funds to supplement and enhance academic support to low-achieving students are as follows:

Goal 1: Maintain a framework for 21st Century Learning that prepares students with the relevant skills and knowledge to be college and career ready.

- Curriculum Technology Intervention-Coaches (CTI-Coaches) to promote standards-based literacy and numeracy across the content areas using a multi-tiered approach to instruction. CTI-Coaches will utilize evidence-based strategies to provide access to core instruction and provide intervention for identified at-risk students. Identification based on student data. Intervention may include, but is not limited to, small group intervention, modeling and demonstration of lessons, coaching, visiting classrooms as support and creation/analysis of student data reports.
- Provide i-Ready, an adaptive diagnostic program that delivers to diverse student groups appropriate levels of intervention beyond regular classroom instruction.
- Provide classroom instructional materials above the core to support and aid in the learning process. Instructional materials are tools used in lessons to increase students' understanding by supporting the learning. Students have the opportunity to explore teachings independently or are provided repetition for added support.
- Provide technology above the base to assist in the development of a student's digital citizenship. Technology may include desktops, laptops, charging carts, printers, projectors, mobile learning devices, licenses, software and ancillary materials.
- Teacher hourly or stipends for teachers providing services above the regular school day. Services may include coordinating practices or activities for a particular content area or site-based initiative, tutoring students before or after the regular school day, collaboration time for data analysis and other related activities.
- Substitute coverage to attend professional development opportunities, participate in collaboration time for data analysis, lesson design or other school related activities and attend study trips with students.

- Provide funds to extend students’ learnings and understandings of concepts introduced in the classroom. Activities may include study trips for students, motivational speakers or assemblies for students, professional development opportunities for teachers/staff, or other related activities.

Goal 2: Foster an environment of support, understanding and emotional safety for students and all stakeholders to increase student achievement.

- Provide funds to support students’ mental health and safety, including character education. Activities may include study trips for students, motivational speakers or assemblies for students, professional development opportunities for teachers/staff, or other related activities.

- Provide student incentives to increase attendance and decrease number of students identified as chronically absent. Incentive can also be used as rewards and recognition for gains achieved, reward positive behaviors and decrease discipline issues.

Goal 3: Promote a culture of collaboration by strengthening and increasing partnerships and effective communication systems amongst all stakeholders.

- Provide a school community liaison at each site to assist parents, students, teachers and community members in conveying and/or providing information and assisting in the accessing of resources. School community liaisons to facilitate the sites parent and family engagement activities. In addition, school community liaisons to support the School Site Council activities and meetings.

- Twice yearly, provide districtwide a series of parent engagement workshops - Disciplina Positiva. Offer the series in the morning and in the evening to accommodate parents’ schedules. Workshops to focus on developing strong positive relationships between the parent and the child through communication, love, dignity and respect.

- Provide funds for site-based parent and family engagement activities. Activities to involve parents in their child’s learning at home and at school. Schools to provide support for parents, communicate on a regular basis with the home, provide opportunities for parents to volunteer in the school, engage parents to be part of the decision making in the school and model ways to collaborate with the community to gain support for the school. Support may include babysitting and light refreshments served during parent engagement meetings.

Title II funds will be used to provide continuous, ongoing training that helps teachers understand academic subjects and learn strategies to help students meet high academic standards beyond what is already provided for in the Local Control and Accountability Plan. Decisions will be based on strategic analysis of information from state and local assessments and Equity, Status and Change, Detailed and Student Group reports from the California Dashboard rubrics. Pre-approved professional development for participating non-profit private schools may be paid from Title II funds directly to the agency conducting the professional development activity.

Title III funds will be used to provide additional support to English learners through expansion of existing instruction/strategies to supplement not supplant:

- Provide previously trained teachers a professional development refresher course or new teachers professional development training in Cognitively Guided Instruction (CGI). Cognitively Guided Instruction focuses the teaching of math on the thought process behind solving problems, instead of the end result. It is not a curriculum. The cognitively guided model calls for the teacher to have students consider different ways to solve a problem.

- Provide teachers and staff opportunity to attend California Association for Bilingual Education (CABE). CABE supports educational equity and 21st century success for all. Professional develop focuses on important strategies for working with English learners.
- Provide teachers of English learners additional supports in the implementation of Write from the Beginning and Beyond (WFTBB). Given that several of the mathematics components of the Smarter Balanced Summative Assessment for Mathematics seem to involve quite a bit of language, strategies from WFTBB can only assist students in developing the knowledge and skills necessary.
- Provide substitute coverage for teacher collaboration time to analyze student data, discuss student outcomes and plan/design lessons to best meet the needs of the English learner. Teachers to discuss implementation of CGI within their own classroom. Substitute coverage will also provide teachers opportunities to visit exemplary model classrooms within and outside of the district. Teachers will have the opportunity to visit classrooms where teachers have found success in the implementation of CGI.
- Provide parent engagement opportunities on CGI. Parents will learn about the strategy and how they can support their child in the home. Provide materials and support (babysitting, light refreshments) for the workshops as needed.

Title III priority areas were established through data analysis (districtwide, all students, sub-groups and by schools), feedback from stakeholders through Local Control and Accountability parent survey and information received during District English Learner Advisory Committee and sites’ English Learner Advisory Committee meetings, feedback from teachers during districtwide meetings and committees (i.e. Curriculum Council, Elementary Curriculum Council, Dual-Language Meetings, content and adoption committees) and review of Single Plans for Student Achievement. Data analysis of CAASPP 2018 preliminary results and review of current California Dashboard rubrics identified the need for English learners.

	Student Performance	Number of Students	Status	Change
All Students		5,994	Low 56.5 points below level 3	Maintained +1.5 points
English Learners		3,037	Low 67.7 points below level 3	Maintained +2.1 points

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.

Baldwin Park Unified’s mission statement, “Ensure High Achievement for ALL Learners” defines its goals and culture. The “why” and “how” is found in the vision statement: In a culture of high expectations and academic rigor and an environment of support, understanding, and emotional safety, all Baldwin Park Unified School District students will graduate with a valued and highly respected diploma, prepared with the relevant skills, knowledge, and personal attributes necessary for success in a university or other institution of higher education and/or any post-secondary options of their choice.

The district’s mission, vision and core values are communicated widely and are our guiding principles. During the administrative charge, operational meeting, principal meetings, District Advisory Council and District English Learner Advisory Committee meetings the mission, vision and core values are the guiding principles that contribute to the understanding of our beliefs and determine if we are on the right path to accomplishing

our goals. Our schools align their Single Plans for Student Achievement (SPSA) to the district’s Local Control and Accountability Plan goals.

The following describes the processes that Baldwin Park Unified School District has in place to ensure state and federal resources are used to support student achievement, are not duplicative, and are aligned to the district’s mission, vision and core values:

- Prior to the start of the school year, administrators are provided the opportunity to familiarize themselves with the District’s approved Local Control and Accountability Plan. During the administrators’ operational meeting, time is devoted to reviewing the approved LCAP and identifying actions and services that will support identified LCAP goals. Principals are provided the information on priorities and what services will be provided through district funds.

- District provides school sites suggested timeline for School Site Council meeting agendas, that includes review, monitoring, revision and alignment of the schools SPSA throughout the school year.

- District administrators provide support to school sites and School Site Councils (SSC) throughout the school year in the development, review, monitoring and revision of their Single Plan for Student Achievement to ensure alignment to district’s goals and appropriate use of funding.

- Parent representatives attending District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC) meetings are provided information on the appropriate use of state and federal funds. School Site Councils are trained on their roles and responsibilities.

SCHOOL SITE COUNCIL	
Meeting Dates for 2018-2019:	Topics:
August/September	-Roles and Responsibilities -Elections -Analyzing data from California School Dashboard -Graduation Rates -Review of Title I Program -Parent and Family Engagement Activities* -Review and Revise (if necessary) Home School Compact*
October	-District Vision and Goals -School Vision and Goals (Are they aligned to district?)* -Expectations for Student Achievement* -Review and Revise (if necessary) Goals in SPSA* -Needs Assessments/Surveys (Parents, Students, Staff)* -Uniform Complaint Procedures -Site Safety Plan
November/December	-District Wide Parent Involvement Policy* -Review and Revise (if necessary) Site Parent Involvement Policy* -Review and Revise (if necessary) SSC By-Laws* -Review SARC -Analyze and Discuss Daily Attendance*
January/February	-Begin Review of Planned Improvements* -Review Survey Information* -Review Analysis of Current Educational Practices*
March	-Continue Review of Planned Improvements* -Review and Revise (if necessary) Categorical Budgets* -Plan SSC Dates for Next School Year* -Plan Parent and Family Engagement Activities for Next School Year*
April/May	-Review Single Plan for Student Achievement (Identify areas reviewed throughout the school year)

*Monitoring of SPSA

- Administrators and site secretaries are trained on state and federal guidelines, including but not limited to supplemental versus supplanting.

- District staff reviews, prior to approval, all state and federal requisitions, personnel requests and other related requests to determine if use of state and federal funds is within a school’s approved SPSA and aligned to district vision, mission and goals.

- Prior to approval of sites’ Single Plans for Student Achievement, district reviews each school’s plan for alignment to the LCAP and compliance. Schools are provided feedback. Aligned compliant plans are presented to the school board for approval.

Baldwin Park Unified School District utilizes results of standardized tests, California Dashboard rubrics and local assessments to identify students’ strengths and deficiencies and apply those findings to make more accurately informed instructional decisions for our most at-risk students. Reclassification data and local data is used to determine English learners’ progress towards English proficiency. Attendance data, student behavior data, suspension and expulsion rates and student survey results are reviewed. Data analysis includes the breakdown of results to attain a broad interpretation of how our students are progressing.

Data analysis also drives decision making when curricular committees meet. For example, elementary English-language arts committee met this summer and reviewed current sub-group student data in English-language arts. The committee proposed revision of ELA essential standards and pacing guides, selection of district common assessments and identification of English language development assessments to monitor English learners acquisition of English. Secondary curriculum committees met to discuss and review assessment results, propose revision to pacing guides, establish core novel lists and discuss current writing program needs. A pilot of “Write from the Beginning and Beyond” will take place following teacher training. A high school committee also explored techniques/strategies to best meet the needs of English learners and special education students.

Baldwin Park Unified School District utilizes the District School Leadership Team (DSLTL) for the planning, collaboration, development and monitoring of the Local Control and Accountability Plan. The DSLTL includes members of cabinet, bargaining unit members, parent advisory groups representatives, elementary and secondary principal representatives, the Director of Student Achievement who oversees the English Learner Program, Director of Fiscal Services, and the Senior Director of Support Services. The DSLTL meets throughout the school year to collaborate and review outcomes, progress towards reaching district goals, monitor and revise the LCAP.

Members from the DSLTL are also members of the Student Achievement Leadership Team (SALT) and extended team. These are members who are principally responsible for program coordination of Title I, Title III English Learners, Homeless, and Title II Professional Development. The Extended SALT team meets on a regular basis for planning and collaboration among programs. In addition to formal scheduled meetings, the directors meet regularly on an informal basis to collaborate and remain knowledgeable on actions and services that are being provided to our most at-risk populations.

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	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:

Baldwin Park Unified School District employs a Personnel and Credential Specialist for the purpose of monitoring that all teachers meet state certification requirements and are teaching under their appropriate authorizations. The Personnel and Credential Specialist evaluates and validates college transcripts, verifies that proper credentials are held for all current assignments, and monitors credential records and maintains a notification process for certificated employees.

The Personnel and Credential Specialist works closely with the Title I coordinator. Prior to a teacher teaching four or more consecutive weeks in an assignment for which said teacher has not met State certification or licensure requirements at the grade level and subject matter in which said teacher is assigned, the Personnel and Credential Specialist notifies by electronic mail the Title I program coordinator. It is the responsibility of the Title I coordinator to contact the site principal and review the requirements to notify parents of their "Right to Know" a teacher's qualifications. Proper forms are provided the school with directions for dissemination.

The Emergency Substitute Teaching Permit for Prospective Teachers authorizes the holder to serve as a day-to-day substitute teacher in any classroom, including preschool, kindergarten, and grades 1-12 inclusive, or in classes organized primarily for adults. The holder may serve as a substitute for no more than 30 days for any one teacher and may only serve for a maximum of 90 days during the school year. In a special education classroom, the holder may serve for no more than 20 days for any one teacher during the school year. The permit is valid for one year and may be renewed only once.

Newly licensed teachers can participate in the district's induction program. New hires are provided support and mentoring during their first two-years of teaching, provided positive reassurance as they join a new learning community, and receive feedback as they utilize an electronic portfolio for reflection and inquiry. Focused support, at the right levels of intensity, affect performance positively and has a higher degree of retention and satisfaction for participating teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Parent and family engagement is a priority here in Baldwin Park Unified School District. Parents and families are involved in their child's learning through many avenues:

- An annual Title I meeting is held at the beginning of each school year to inform parents of the programs and services offered and how a child's success is a "shared" responsibility between the school and the home. Parents learn about standards, assessments, both state and local, and overall requirements of the school's Title I program.
- Multi-funded school community liaisons at each school support our families by serving as the link between the home and school. Daily, school community liaisons reach out to engage parents in meaningful two-way communication with the end goal of actively supporting parents in their child's learning and development.
- Parents are members of the School Site Council (SSC). The SSC has the responsibility of monitoring, reviewing, revising the school's Single Plan for Student Achievement (SPSA). One responsibility of the SSC is to conduct a schoolwide needs assessment. This comprehensive needs assessment is completed by staff and parents alike. Results provide the SSC important information as they review the SPSA.
- Home-School Compact is reviewed and revised by the school's School Site Council (SSC). The SSC includes the principal, teachers from the school, generally a classified members and parents. At the secondary level, students experience governance as they are elected to be members of the SSC by their peers.
- Parents attending the District Advisory Council are provided the opportunity to review and provide input to the district's Parent Involvement Policy. The district's policy is disseminated to all parents each year in the Parent's Right Packet at the beginning of the school year or upon enrollment into one of the district's twenty schools. At the school site, the SSC has the responsibility of reviewing and revising the school's own Parent Involvement Policy. The school's parent involvement policy is part of their parent handbook or informational packet sent home at the beginning of each school year or upon enrollment into the school.
- Parent conferences are held at the elementary grades. Twice yearly, parents have the opportunity to sit down with their child's teacher and discuss academic progress for the year. At the secondary level, student-led conferences are held. Students take the responsibility of sharing their own academic progress with their parent/guardian.
- Meetings are translated into Spanish to provide the Spanish-speaking parent access to the same information.
- For the past few years, district has facilitated a six-week series of Disciplina Positiva, a parent engagement opportunity. Parents workshops focus on the challenges of being a parent of a teenager or English learner. Topics included Cyber Bullying, Sexting, Guiding Your Teen to Grow Up as a Professional, and other teen related topics. Presenters stress the importance of communication between the parent and the child.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

All twenty schools in the Baldwin Unified School District qualify and operate a schoolwide Title I program. Services and programs vary based on the grade level span, size of the school, and need identified through data analysis of student outcomes. Activities selected are chosen to support academically at-risk students and help close achievement gaps. As referred to earlier, the School Site Council (SSC) has the responsibility of monitoring, reviewing, revising the school's Single Plan for Student Achievement (SPSA). One responsibility of the SSC is to conduct a schoolwide needs assessment. This comprehensive needs assessment is completed by staff and parents alike. Results provide the SSC important information as they review the SPSA and make decisions as to what actions and services best meets the needs to support the academically at-risk students. The English Language Advisory Committee (ELAC) administers their own needs assessment. Information specific to English learners is shared by the ELCA to the SSC.

At the elementary level, schools conduct Student Study Team (SST) meetings with parents, teachers, and administration when there are concerns that a student is struggling. The SST makes a plan for intervention and implements as well as monitors student growth based on said plan. Counselors at the secondary school monitor student growth and intervene through student and parent conferences. Both programmatic systems provide a personalized plan for student support and follow-up to ensure student growth.

Personalized plans may include Response to Intervention Tier Two and Tier Three, supports that increase intensity through smaller group instruction and targeted instruction which are implemented by the classroom teacher, Curriculum Technology and Intervention Coach, or other qualified staff. Specific strategies used are drawn from adopted curriculum, iReady lessons, Second Step curriculum, and other site-based programs depending on the need of the student.

In general, services may include, but are not limited to:

- Curriculum Technology Intervention-Coaches (CTI-Coaches) to promote standards-based literacy and numeracy across the content areas using a multi-tiered approach to instruction.
- i-Ready, an adaptive diagnostic program that delivers to diverse student groups appropriate levels of intervention beyond regular classroom instruction.
- Classroom instructional materials above the core to support and aid in the learning process.
- Technology above the base to assist in the development of a student's digital citizenship.
- Teacher hourly or stipends for teachers providing services beyond the regular school day. Services may include coordinating practices or activities for a particular content area or site-based initiative, tutoring students before or after the regular school day, collaboration time for data analysis and other related activities.
- Substitute coverage to attend professional development opportunities, participate in collaboration time for data analysis, lesson design or other school related activities and attend study trips with students.

- Study trips to extend students’ learnings and understandings of concepts introduced in the classroom.
- Support for students’ mental health and safety, including character education.
- Student incentives to increase attendance and decrease number of students identified as chronically absent.
- School community liaison at each site to assist parents, students, teachers and community members for conveying and/or providing information and assisting in the accessing of resources.
- Twice yearly, provide districtwide a series of parent engagement workshops - Disciplina Positiva.
- Site-based parent and family engagement activities. Activities to involve parents in their child’s learning at home and at school.

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:

Baldwin Park Unified School District provides homeless students with access to a variety of academic, behavioral, and social-emotional schoolwide supports and interventions. Identified students receive more intensive and targeted support. Funds are also used to provide transportation services for students to remain at their school of origin. The transportation services provided are intended to remove barriers from students being absent from school and provide a consistency and stability. Items provided to students may include school supplies and backpacks. School community liaisons at each site serve as a resource for the family.

The District’s Homeless Liaison attends regional meetings and makes connections with community agencies to provide resources and referrals for families experiencing homelessness. Referrals are made for temporary housing, food banks, mental health counseling, clothing and tutoring supports. In addition, the District’s Homeless Liaison collaborates with the Los Angeles County Office of Education – SPA 3 Coordinated Entry Services Education Coordinator to provide academic support to families in Baldwin Park. The District’s School Community Liaison coordinates efforts between the school and the district and also serves as a valuable resource to the community.

Student Transitions

ESSA SECTIONS 1112(b)(8) 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) through coordination with institutions of higher education, employers, and other local partners;
- and

- (B) through 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:

In Baldwin Park Unified School District, transitions begin from the Early Childhood Education (ECE) program to the elementary level. Each spring, students enrolled in ECE classes visit transitional kindergarten and kindergarten classrooms. As an added bonus, ECE students are served a meal in the school cafeteria instead of their regular classrooms during the last month of school to prepare them for the fall. Parents are invited to informational meetings in the spring and orientation during the summer.

Transition from elementary school to middle/jr. high school includes parent meetings and student orientation fieldtrips. Often, middle/jr. high principals are invited to visit elementary feeder schools for end of the year events and to welcome the incoming students and their families. Students and families are provided the opportunity to engage with their future principal.

Transition from middle/jr. high to high school also includes parent meetings and student orientation fieldtrips. Each spring counselors from the high schools visit their feeder middle/jr. high schools to begin in the development of their 4-year plan. Parents are provided information on A-G requirements, as well as overall graduation requirements. Counselors play an integral role in ensuring that students meet the A-G requirements and are on-track to graduation. Counselors also offer opportunities for summer courses. Middle/jr. high school students are offered the opportunity to begin their high school experience early by attending summer school the summer before their ninth grade school year.

Transition from high school to higher education has increased as both comprehensive high schools have begun offering concurrent enrollment classes. Students can begin to earn college credits during their final year of high school. In addition, various Advanced Placement (AP) classes are offered for students to earn college course credit. North Park Continuation High School partners with Rio Hondo College to offer an Introduction to Administration of Justice course on campus for any interested high school students.

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 funds will not be reserved in the ConApp for any non-required, allowable, district operated services at Title I schools prior to allocating funds to eligible schools. All twenty of our schools operate a Title I Schoolwide program.

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:

[Address the provision here]

Formal Agreements

ESSA SECTION 1423(2)

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

[Address the provision here]

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:

Baldwin Park Unified School District operates a fully comprehensive Induction program for all our newly credentialed teachers. Newly credential teachers are offered a support network that includes a master teacher and school site mentor. For experienced credentialed teachers, new to the district, a mentor teacher at the site can be assigned. In addition, the teacher has support from the site Curriculum Technology and Intervention Coach (CTI-Coach), and site administrators. Principals and other site administrators, new to the district, have weekly scheduled meetings with directors, monthly structured meetings specific to key topics for new principals (data analysis, monitoring a site’s budget, and the evaluation process) and continuous and reliable support from assistant superintendents and district office directors.

Baldwin Park Unified School District provides intentional focused professional development that is rigorous and extensive for all teachers and administrators. There are two dedicated, pupil free, Professional Development (PD) days for all staff (including classified staff). Staff is also provided many professional development growth opportunities inside and outside of the district.

All professional development (both school driven and district mandated) is administered with a growth mindset mentality that requires and mandates full support for teachers, principals and school leaders in building leadership capacity. Baldwin Park Unified School District utilizes a distributive leadership model where every stakeholder is a leader in developing our teams. The District’s strong professional leadership learning culture supports teachers, principals and school leaders’ learning and shared commitments to the district mission, vision and goals.

A leader building capacity in Baldwin Park Unified School District:

- Develops shared understanding, capacities, and commitment to high expectations for all students and closing achievement gaps.
- Guides and supports job-embedded, standards-based professional development that improves teaching and learning and meets diverse learning needs of every student.
- Models openness to change and collaboration that improves practices and student outcomes.
- Develops time and resources to build a professional culture of openness and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
- Provides support, time, and resources for leaders and staff to examine their own beliefs, values, and practices in relation to the vision and goals for teaching and learning.
- Provides ongoing feedback utilizing data, assessments, and evaluation methods that improve practice.
- Guides and monitors individual professional development plans and progress for continuous improvement of teaching and learning.

Improving student achievement and closing achievement gaps require that all leaders make appropriate, sound use of assessments, performance management, and accountability strategies to achieve vision, mission, and goals. Our teams use this mentality. A leader focused on professional growth and improvement in BPUSD...

- Develops and appropriately uses aligned, standards-based accountability data to improve the quality of teaching and learning.
- Utilizes varied sources and kinds of information and assessments (such as test scores, work samples, and teacher judgment) to evaluate student learning, effective teaching, and program quality.
- Guides regular analyses and disaggregation of data about all students and subgroups to improve instructional programs.
- Uses effective data-based technologies and performance management systems to monitor and analyze assessment results for accountability reporting and to guide continuous improvement.
- Interprets data and communicates progress toward vision, mission, and goals for educators, the school community, and other stakeholders.

Title II funds will be used to provide strategic, ongoing training that furthers teachers' understanding of academic subjects and learn strategies to assist students in meeting high academic standards beyond what is already provided for in the Local Control and Accountability Plan. Decisions will be based on strategic analysis of information from state and local assessments and Equity, Status and Change, Detailed and Student Group reports from the California Dashboard rubrics.

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:

Funding is available to all twenty sites as all sites are high poverty and low performing. District will review needs, determine alignment to district goals and determine if the data analysis presented supports the need requested.

Funding is also available to participating eligible non-profit private school(s). District will follow policy by reviewing agendas of workshops requested, determine if it aligned to the private school's goals and seek prior approval from the school board. District will be responsible for the maintaining of funds, therefore will be responsible for making arrangements with the participating company or consultant to secure the requests professional development.

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:

In Baldwin Park Unified School District, improving achievement and closing achievement gaps require that all leaders make appropriate, sound use of assessments, performance management, and accountability strategies to achieve the District's vision, mission, and goals. School teams utilize constant feedback and data to determine effectiveness of professional development activities based on student success and improvement in learning. These same teams employ regular data analysis and disaggregation of data to validate the effectiveness of the professional development. District and schools monitor and analyze assessment results for accountability reporting and to guide continuous improvement.

A variety of sources and kinds of information and assessments (such as observation, test scores, work samples, grades, state and local assessments, benchmarks and California Dashboard rubrics) to evaluate student learning, effective teaching, and program quality based on increased capacity of learning of the leaders.

Impact on instruction is evaluated through a variety of sources and kinds of information and assessments (such as observation, and walk-throughs) to evaluate student learning, effective teaching, and program quality based on increased capacity of learning of the leaders.

A District Professional Development Team (PDT) that meets five times yearly to review and monitor the effectiveness of the professional development opportunities and receive input from all teachers via survey, meetings and/or verbal feedback. The data collected by the Professional Development Team is shared with each site principal, who then shares it with staff and uses it as the base for deciding future professional development activities and offerings. The Extended Student Achievement Leadership Team meets on a regular basis for planning and collaboration among programs. In addition to formal scheduled meetings, the directors meet regularly on an informal basis to collaborate and remain knowledgeable on actions and services that are being provided among programs to our most at-risk populations.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Effective professional development to teachers of English Learners is essential. Teachers and staff will be provided opportunities to attend professional development targeted to the English learners needs within and outside of the district:

- Professional Learning Communities (PLC) and Response to Intervention (RtI) trainings have and will continue to focus on the needs of English learners. Challenges with Response to Intervention for English learners is ensuring identification of a students' level of knowledge and skills in their primary language. Teachers must be provided the proper tools when assessing.
- Teachers will be provided the opportunity to attend the California Association of Bilingual Educators conference and/or local seminars each year to learn with other professionals in the field.
- Consultant focusing on Cognitively Guided Instruction (CGI) will be employed to provide a refresher course for already trained teachers and/or a full course to teachers new to CGI. Training to focus on the needs of the English learner. Data analysis demonstrated a gap between English learners and all students in the meeting of math standards.
- Teachers and site administrators will also be provided the opportunity to attend CGI training off-site.
- Substitutes will be assigned to release teachers from their assigned classes to attend during the regular school day. In addition, substitutes and release time will be utilized to provide teachers of English learners collaboration time to analyze data and increase understanding of what the data is saying, discuss student outcomes, design lessons utilizing CGI techniques and more importantly reducing teacher isolation when it comes to overcoming the challenges and obstacles that teachers often times encounter.
- Hourly teacher rate will be offered to teachers attending training on a non-work day. In addition, teacher committee work time will provide teachers of English learners the opportunity to work together to identify what's working and what's not. Rate based on bargaining agreement.
- Trained staff or coaches will provide parent engagement opportunities to connect the parent of the English learner with the strategies employed within the classroom.
- School community liaisons will receive training in order to gain knowledge and understanding and support the learning taking place in the classroom. The liaison serves as the link between the home and the school.

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:

Baldwin Park Unified School District provides training and instructions on welcoming new enrollments. Upon initial enrollment parents are provided information about the school and district. Immigrant students are referred to English Learner Program Assistant (ELPA) who administers the initial assessment to students utilizing the English Learner Proficiency Assessments for California (ELPAC). This assessment is used to identify a student's English language proficiency. Students identified as English learners are provided with English Language Development to help them acquire the necessary English proficiency for reclassified.

Immigrant students will be administered summative and formative assessments to guide the teachers' instruction. The students are provided with individualize instruction using programs such as iReady. The teacher also provides the students with differentiated instruction during intervention time.

Bilingual instructional aides provide academic and social support to the student. Enhanced instructional opportunities for immigrant children and youth may include:

- Use of technology to provide individualized intervention along with a valid and reliable instrument to monitor growth.
- Providing of school supplies at the beginning of the school year. Assistance with identifying resources available for immunizations and other “getting ready for school” activities.
- Services by counselors in the planning and preparing of post-secondary college or career choices.
- Services by the school community liaison to assist parents and families to become active informed participants in their child's education.

Parents of immigrant students are encouraged to participate in parent conferences, schoolwide events and parent meetings and workshops facilitated by the school community liaisons and other personnel. Often time personal calls are made by the school community liaison inviting parents to events and/or trainings.

Title III Programs and Activities

ESSA SECTION 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:

Every year, teachers are provided with districtwide Professional Development surveys which are used to provide trainings for teachers. The teachers also receive Professional Development when a new curriculum is purchased such as the new English Language Arts Program. Ongoing monitoring and support is provided by the Director of Student Achievement, TOSA and ETS department to help English Learners increase English Language proficiency and meet the challenging state academic standards.

Baldwin Park Unified School District offers Structured English Immersion for students identified as English learners. The goal of the Structured English Immersion Program is to provide English Learners the skills they need to develop reasonable fluency and meet standards using English instruction.

Baldwin Park Unified offers a Dual Language Program. This program is a parent-choice program that is offered to English learners and fluent English speakers. The goal of the Dual Language Program is for students to excel academically in all subject areas, become fully bilingual and bi-literate, and understand and appreciate diverse cultures, their values and contributions in a global society.

Teachers new to working with English learners will receive professional development on the English Language Development Standards. Teachers and paraprofessionals will learn the importance of integrating reading, writing, speaking, listening, and language.

In the area of math, professional development in Cognitive Guided Instruction (CGI) will be provided for new teachers and a refresher will be provided for previously trained teachers so they can gain effective math teaching strategies for working low income, English Learners and foster youth. A CGI consultant will be hired to provide the necessary professional development to strengthen the math program and raise student achievement. In addition, teachers will be provided with substitute release days to allow them to attend professional development trainings, collaborate on effective teaching practices, analyze math data, identify essential standards, create pacing guides and select district common assessments. Finally, supplemental instructional materials, supplies and manipulatives will be purchased to supplement the current math curriculum. Dual Language students will be provided with the Spanish program iStation to help them acquire necessary skills to be successful.

English Proficiency and Academic Achievement

ESSA SECTION 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:

In Baldwin Park Unified School District, daily teachers provide effective instruction and intervention for their English learners to ensure progress in meeting the challenging State academic standards. Monitoring and accountability are key to improving performance/practices and ensuring consistency of implementation of programs and services for the English learner.

Support by Student Achievement Directors:

The twenty schools are divided among the three directors of student achievement. The directors make regular visits to the school sites, meet with principals, conduct instructional walks, discuss data, provide feedback, hold instructional meetings, evaluate principals and provide overall support for ongoing school improvement. A crucial topic is the progress English learners are making.

Accountability through Data Analysis:

Teachers are provided with time to collaborate at the site level. During collaboration time, the teachers analyze data and revise their ELD groupings to ensure that the English learners receive instruction at their English proficiency level. The English Learner Program Assistant (ELPA) closely monitors the progress of the English learners by collecting assessment data, progress reports and teacher input. The student data is shared with the site administrators and submitted for review to the Director of Student Achievement. In addition, information on English learners is shared at the site and district level English Learner Advisory Committee (ELAC) meetings. Input received can affect the school’s Single Plan for Student Achievement.

Site Level Monitoring:

Site principals monitor to ensure teachers provide English Language Development lessons to English learners. The teachers group students by ELD levels and team-teach to ensure that the students' needs are met. Teaming for ELD also allows the teachers to hold each other accountable. The English Learner Program Assistant (ELPA) monitors the progress of English Learners for reclassification purposes. In addition, the ELPAs monitor

the progress of the students that are reclassified to ensure continuing academic progress. The reclassification and monitoring documentation is submitted to the Director of Student Achievement. The Director of Student Achievement reviews and analyzes reports to monitor English language acquisition and academic progress of English Learners.

Secondary English language arts teachers participate in a writing calibration that allows them an opportunity to analyze English learners' progress in writing.

Elementary Curriculum Council meets regularly to discuss successes and challenges teachers face. Elementary English Language Arts Committees met in the summer to discuss District essential standards, common assessments, pacing guides and most importantly, they identified English Language Development standards and assessments. The middle/jr. high school English Language Arts Committee discussed pacing guides, assessments and a writing plan that will be implemented consistently across all the jr./middle schools. The high school English Language Arts focused on identifying the specific needs of English learners and special education students. Overall, the committees worked to ensure consistency of implementation of programs and services for the English learner.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The second goal in the Baldwin Park Unified School District's Local Control and Accountability Plan states, "Foster an environment of support, understanding and emotional safety for students and all stakeholders to increase student achievement." Baldwin Park Unified School District will implement a multi-tiered system of support that addresses behavior and social-emotional needs of its students.

The behavior component has already begun through the implementation of the "Positive Behavioral Interventions and Supports (PBIS) framework. For the social emotional component, the district has developed a framework composed of various strategies. These strategies include implementing a social emotional

curriculum to implementing *A National Alliance on Mental Issues* (NAMI) high school club as a tier one component. The theory of action would be, if schools have a positive and safe learning environment then classrooms would be suitable for optimal learning conditions to improve student outcome. Schools and districts across the nation are implementing the PBIS framework, here in Baldwin Park Unified School District we are taking additional steps to implement a social-emotional component as a best practice to improve the learning environment for all students and staff. All students will be provided with a continuum of services that address their behavioral and social-emotional health and well-being needs.

A comprehensive needs assessment was completed at the beginning of the planning process. The proposal was developed following analysis of assessment data, review of student behavior reports, the actual number of students who were hospitalized for related mental health crisis, staff feedback, and informal input from parents following Suicide Prevention workshops throughout the school year. District was able to identify the need of resources to teach social skills and address the social-emotional needs of students. To address this need the district will use the *Second Step* curriculum in elementary and middle/junior high schools. *Second Step* curriculum is a universal, classroom-based program designed to increase students' school success and decrease problem behaviors by promoting social-emotional competence and self-regulation. The program provides the student with skills that strengthen s their ability to learn, have empathy, manage emotions, and solve problems. At the middle/jr. high the *Second Step* curriculum is delivered via a web-based platform that will be used in designated classrooms.

Intended Outcomes:

1. Implement a Universal Social-Emotional Screener at designated grade levels at Middle/Junior & High Schools (Safe & Healthy Students)
2. Implementation of Suicide Prevention Board Policy - instruction, messaging, staff training, and parent workshops (Safe & Healthy Students)
3. Implement PBIS School Climate Survey (Safe & Healthy Students)
4. Implement Second Step (SEL) Tk-1st grade at all Elementary Schools (Safe & Healthy Students)
5. Implement Second Step (SEL) at designated grade levels at Middle/Junior High Schools (Safe & Healthy Students)
6. Expand implementation of NAMI Club at three high schools (Safe & Healthy Students)
7. Utilize technology at the Middle/Junior & High Schools to efficiently implement social emotional curriculum and universal screener (Effective Use of Technology)
8. Provide students the opportunity to create public service announcements regarding mental health awareness "Directing Change" (Effective Use of Technology)
9. Implementation of mental health professional career pathways - Sociology and Psychology, and Advance Psychology (Well-Rounded Education)
10. Implementation Youth Mental Health First Aid courses for designated students (Well-Rounded Education)
11. Implementation of Mental Health Awareness and Prevention activities throughout the school year for all students, staff, and parents. (Safe & Healthy Students)

Goal:

To reduce the type, amount, and severity of mental health concerns by helping school mental health teams assess adolescents' personal and social strengths and assets, in addition to psychological distress and risk factors.

Evaluation of Effectiveness:

The District will see an 5% reduction in chronic absenteeism, 2% reduction in student suspensions, and a 2% reduction in district police Welfare Institution Code 5585 (adolescent mental health transportation and holds); and there will be a 5% increase in overall attendance rate.

The District team will include district office administrators, site administrators, district employed and community agency mental health professionals, and site level staff knowledgeable and capable to implement the goals for Social-Emotional Learning (SEL) and Mental Health (MH) multi-tiered systems of support. District administration has the authority to guide, support and develop strong collaboration and communication with both site staff and community agency resources.

Professional development will be provided for staff on implementation of the multi-tiered systems of support along with suicide prevention training. Ongoing professional development and support is planned to expand knowledge of social-emotional resources and supports.

Funds will be allocated for the CoVitality Survey, which will serve as an universal screener for designated grades at the secondary level. CoVitality is a web-based application that is a comprehensive set of assessment tools and insights to assist school mental health teams properly assess adolescents' personal and social strengths and assets, in addition to psychological distress and risk factors. The results, individual and aggregated data, will be shared with school based mental health agencies for their targeted support of our identified at-risk middle/jr. high school grade student, thus assisting us to focus our future youth and family resources