

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

LEA Name

Bonsall Unified School District

CDS Code:

3776851

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.)

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

The following strategies outline many of the ways in which the district will use federal funds to supplement and enhance student learning supported by state funds:

We hire instructional aides to provide students with additional time and support for learning essential grade level curriculum, purchase curriculum to supplement core curriculum, and provide professional development for staff to learn research based best practices and methodologies to improve student achievement. The rationale is that students within identified sub groups are performing below standards based upon the district summative assessment and state Smarter Balanced Assessment. The data in these assessment results indicate the need to utilize federal funds to provide additional support and services to students, in an effort to reach grade level standards and prepare student for college and career.

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.

Federal Funds will assist and enhance support for English language learners, special education students, and low performing students. Additional curriculum and support staff will provide students with additional time and support who are not mastering grade level standards. The federal funds for professional development teachers receive will be directly tied to improve each of the LCAP goals. The funds will be used to learn and implement best practice instructional strategies, school wide methodologies for improving student learning, and developing a schoolwide system of interventions for any student not proficient on grade level essential standards. The district has a standard staffing allocation formula for EL Resource Teacher and another for Bilingual Paraprofessional that is applied to all schools based on each school EL population. These staffing allocations are fund with LCFF funds. Qualifying schools also received federal funds that they can use to provide supplemental support to their EL students.

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.

A. Each school will align their instruction within core subject areas with a Guaranteed and Viable Curriculum (Tier 1 Core Instruction). Collaborative grade level and department teams will identify roughly 6-8 essential standards per semester that students must know and be able to do. Each teacher and team's priorities for instruction and assessment will be tied directly to the Essential Standards or Tier 1 Core Instruction.

B. Through the analysis of grade level common formative team assessments, some students will be identified to receive additional time and support. Grade level and department collaborative teams, along with any needed support from site administration and special education staff, will be responsible for identifying students not showing adequate progress toward grade level standards.

C. Tier 2 intervention on grade level Essential Standards will take place during the school day, outside of core instruction, roughly 3-5 days each week for roughly 30 minute blocks of time.

D. Grade level or department collaborative teams share common formative assessment results. Through the analysis of common formative assessment results, teachers are able to identify and share which teachers are successful. During the collaborative team process, successful teachers based on evidence of improved results, are able to share instructional strategies and best practices in order to improve the individual and collective results of the team.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

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

The focus at the BUSD is to ensure that students have a safe and encouraging place to learn at the students' optimal level. As such, the BUSD Differentiated Assistance Team focused on improving school climate through Trauma-Informed Practices at Schools along with TIER 1 and TIER 2 supportive actions to encourage implementation of Positive Behavior Interventions Supports (PBIS). Our goal is to re-shape undesired behaviors getting in the way of student learning while providing our students with the necessary opportunities to learn new desired behaviors that will help them fully engage in their school and their community. The BUSD is utilizing support from the Student Services Department, along with three Counselors to support TIER 1 and TIER 2 of Social-Emotional and Behavioral Supports. All counselors and Assistant Principals will undergo Trauma Informed Care Training, PBIS Training, and Restorative Justice Training. The BUSD is in the beginning phases of designing an MTSS approach to supporting the Social Emotional Behavioral aspects of student learning. We have identified our root causes, and now we are in the process of providing training and creating a BUSD PBIS systems design. For the 2019-2020 SY, the BUSD will have on-going collaboration within the Student Services Department, with the Director of Student Services, Counselors, and Assistant Principals, to create viable PBIS implementation strategies embedded within the TIER 1 and TIER 2 levels of supports. Within the TIER 3, all special education classes/teachers will implement Classroom PBIS with a higher level of behavioral sciences evidence-based practices embedded behavior plans to increase school engagement. Our goal is to reduce the need for disciplinary removals by training the staff with evidence-based practices, teaching students desired positive behaviors through a Multi-Tiered Systems of Supports and Services, with consistently high expectations for learning within our school.

Career Technical and Work-based Opportunities

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

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

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

Bonsall High School offers a comprehensive CTE program. BHS staff members serve on various county CTE program committees including the San Diego Imperial Counties Community Colleges Regional Consortium for Workforce Development and the San Diego/Imperial County Strong Workforce Program serves as the regional framework to implement the governor's "Doing What Matters for Jobs & the Economy's" statewide initiative, and to better connect industry sector employers, community college career technical program providers, and students with current and easily accessible information. The CTE courses offered through BHS are designed to be part of a three course sequence that will provide industry certification through Palomar College and can lead to internships with local employers and potentially middle skills jobs right out of high school in career sectors that the San Diego Workforce has identified in the county as areas for growth and focused education opportunities.

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.

An estimated 50% of all certificated classroom teachers will receive high quality professional development with the Professional Learning Community and Response to Intervention/Multi Tiered Systems of Support in the 2019-20 school year. The research based methodology will ensure collaborative teams work with the common core state standards to identify Essential Standards and Learning Targets, which is the Tier 1 Core Instruction. All of the professional development and grade level/department team collaboration will align with the common core state standards. Collaborative teams will also use the State academic standards that are most essential to develop common formative team assessments, which will be analyzed to determine which students are mastering the Essential 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.

Per ESSA Section 3116(b)(3), the BUSD will provide an opportunity for Parent, Family, and Community Engagement through ELAC and DELAC meetings at all sites. The ELAC and DLAC coordinators will prepare 3 - 5 sessions per year. Through Special Education Programming and the Community Advisory Committee (CAC), the BUSD targets EL population with disabilities through on-going training and parent information nights. DLAC, ELAC and CAC cover topics such as: "How to be involved in your child's education", "Report cards," "ELPAC testing", "LCAP goals," "Behavior Basics" and guest speakers including our school psychologist, Director of Student Services, and NCCSE parent liaison.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

The district uses the State's direct certification list of students who are consider low income based on qualifying for CalFresh, CalWork, SNAP, & Medi-Cal. We also include students whom are identified as English Learners, Foster Youth, Migrant Ed, homeless, or qualify for FDPIR.

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:

Per ESSA Section 1112(b)(2) the BUSD only hires fully credentialed (multiple subjects, single subject, and specialized academic instruction), CLAD certified certificated employees. We do not accept Emergency Credentials as part of our hiring process. The BUSD is a small district and has historically had a reasonable retention rate of certificated employees. For this reason, the BUSD does not have large numbers of new hires in a given school year.

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:

Per ESSA Sections 1112(B)(3) and 1112(B)(7), the BUSD will provide parents engagement opportunity at the school site level as well as the district level. At each site, the Parent Teacher Association (PTA) will work collaboratively with site administration and teachers to provide on-going support to students, teachers, and parents in our community. The School Site Council (SSC) will actively invite parent, teacher, classified staff, and administrative representatives to make local decisions on educational needs at each site. ELAC and DELAC will provide opportunities for family engagement and training through meetings 3-5 times per year. The Community Advisory Committee (CAC) consisting of Special Education teachers, Special Education Administrator, and parents of students with special needs, will create yearly goals and provide avenues for continued improvements through collaborated events and training. The Superintendent of the BUSD, will utilize three different types of community engagement strategies, Super Chat, Super Live, and Town Hall Meetings, to keep parents informed, to receive feedback, and to engage the community about district related goals and next steps to enhance student learning. The BUSD will utilize an enhanced mass communication system build into our Student Information System, to enhance the sharing of information to all our stakeholders. Lastly, the BUSD utilizes public monthly Board Meetings to share information, as well as engage the community through open speaking opportunities. Community members are encouraged to share their concerns and for the Board to hear the public interests before making LEA decisions.

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:

Per Section 1114 and 1115 of ESSA, the BUSD coordinates with San Diego County Office of Education Juvenile Court and Community Schools (JCCS) supporting the Neglected and Delinquent Children. The BUSD is notified of incoming and outgoing students who are admitted to the JCCS community day school program. We will fully cooperate with JCCS in the records request, from CUM files to IEP requests. The JCCS also provides the BUSD with student release dates, students returning to the BUSD. In such cases, the Student Services Department notifies the School Site, by which the site reaches out to the parents for re-enrollment. Depending on the needs of the student, we will have on-site School Counselor to counsel and guide the academic, social-emotional and transitional needs of the students. Further, under Child Find obligations, if there is a suspicion of a disability impacting educational progress, the SST will provide referrals for special education assessments.

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:

Per Section 1112(b)(6) of the ESSA, the BUSD will train 3 District Counselors for the case management, and on-going supports and social-emotional and attendance monitoring of homeless children under the McKinney-Vento Homeless Assistance Act. The BUSD will utilize the partnerships with San Diego County Office of Education, USC, Cal State Univ San Marcos, and Arizona State University to provide internships opportunities to MSW interns. The BUSD currently has three Trauma-Informed Care Practices trainers. Trauma-Informed Care Practice is a foundational research-based model for the BUSD in the intervention of social-emotional, and mental health needs of our Homeless Children and their families. The BUSD will also offer free transportation to and from school, as needed, through the District Transportation System, students who qualify under the McKinney-Vento Homeless Assistance Act.

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:

Per ESSA Sections 1112(b)(8), 1112(b)(10), and 1112(b)(10)(A-B), the BUSD coordinates child find requirements with the San Diego Regional Center Early Start Program, and San Diego County Office of Education Hope Infant Program in the transition services from Part C to Part B. The BUSD utilizes a Program Specialist to coordinate services from IFSP to an IEP based. The BUSD operates a Special Education Pre-School Program, with a Pre-School Intake team. The Intake team consists of a School Psychologist, Speech and Language Therapist, Occupational Therapist, Adapted PE Teacher, Physical Therapist, District Nurse, and Pre-School SAI teacher to conduct a full initial assessment. Should the student with a disability qualify for Special Education Services, the IEP team determines the frequency and duration of specialized services. Students are screened for Kindergarten readiness and through a collaborative IEP meeting; the IEP team develops a transition plan to Kindergarten.

The BUSD Special Education Department utilizes a Vertical Articulation Guide from Elementary School to Middle School to High School. The Vertical Articulation Guide focuses on the necessary skills the students will need to access core classes with Universal Design for Learning (UDL) in mind. The Middle School and High School have a fully supported Co-Teach model for all core classes. The Middle and High Schools also has a Learning Centers (pull out services), a Social Emotional Academic Success (SEAS) SDC, and a Moderate to Severe Disabilities SDC at the Middle and High Schools. The BUSD offers a full spectrum of supports and services with the flexibility to access any of the programs that best meet the students' needs. With the BUSD's full range of services, students can access services in the General Education, to the Learning Center, SEAS Program, to the Mod/Sev SDC classes. At the Middle and High Schools, the emphasis is on the use of evidence-based practiced (Orton-Gillingham, CPBIS, SANDI Diagnostics, Co-Teach, and CPI). Consistency of use in evidence-based practices are the corner-stones in the on-going development of UDL models producing consistent educational outcomes for students transitioning from the Middle School to High School.

SMS coordinates with institutions of higher education in the following ways: Annual field trips to college for each grade level, guests speakers from higher education addressing students, Parents bootcamp in which academic requirements for college are discussed, awards ceremonies at which academic requirements are discussed, weekly College days where higher education are a prevalent part of the school day and the AVID program which prepares students for AVID. SMS increases access to early high school and/ or college through career counseling as well as meaningful year long electives in the STEM, Arts, Avid and leadership courses.

The Bonsall High School (BHS) partners with their local Palomar Community College to provide dual enrollment options for all students, including students with special needs. College level courses are offered at BHS, online, and Palomar College. Further, BHS utilizes a CTE teacher to provide all students academic and technical skills training by preparing students for trade professions directly out of high school. The Guidance Counselor offers academic counseling and works with IEP teams to develop ITP goals for students with disabilities and coordinates with local businesses to provide students with an internship opportunity during the senior year.

Bonsall High School has implemented a number of strategies to assist to facilitate effective transitions to the high school from the middle school. High school students have been identified to act as tutors to middle schools students during several periods of day each week. This helps to create connections between the middle school students and existing high school students as they transition to high school. Additionally, a mentorship program has been put into place where older existing high school students present orientation programs to incoming 9th graders alongside high school staff at the beginning of each year. (th grade students are provided with study skills and time management instruction as part of their Advisory coursework. All new students are also presented with information on high school graduation requirements, A through G information and other information by the counselor.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

TITLE I, PART 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:

LEA does not receive Part D

Formal Agreements ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA does not receive Part D

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:

LEA does not receive Part D

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:

LEA does not receive Part D

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:

LEA does not receive Part D

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:

LEA does not receive Part D

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:

LEA does not receive Part D

Parent and Family Involvement

ESSA SECTION 1423(8)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA does not receive Part D

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:

LEA does not receive Part D

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:

LEA does not receive Part D

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:

LEA does not receive Part D

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:

LEA does not receive Part D

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:

Probationary teachers will be required to complete the Beginning Teacher Support and Advisory program (BTSA). All site principals have been trained in the Professional Learning Community model and are developing teacher leadership by establishing a school Leadership Team or Guiding Coalition. The Leadership Teams will also begin attending professional development related to the current research and best practices to improve student achievement, and the team will be used to lead the school improvement efforts. Additionally, grade level teams and departments will attend professional development for this same purpose over the 2019 summer and into November of the 2019-20 school year.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

With the CSI and targeted support funding from the state, the principals and superintendent have identified roughly 50% of each school's teaching staff to attend the July and November 2019 Professional Learning Community Conference. This methodology will serve as the structure within each school to improve student achievement, and to develop a schoolwide system of interventions for identified students who are underperforming.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The most critical data piece to identify the needs of the students and areas of improvement will be through the analysis of grade level and department common formative team assessments. Teams will be required to analyze the data in order to identify teaching strengths and weaknesses, and to determine which students will receive intervention or additional time and support on essential grade level State standards.

The use of a district summative assessment and the state Smarter Balanced summative assessment will be used to determine the overall effectiveness of our programs, and how students perform after the learning of multiple State standards has occurred. The analysis of these summative assessments will be used to determine district stretch goals, schoolwide goals, and grade level or department team goals.

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:

Classroom teachers and administrators will attend the California Association of Bilingual Education Conference to improve instructional practices for English learners. The ELD Coordinator will provide a professional development for classroom teachers, EL teachers, and classified staff related to best practices for teaching, ELPAC testing, and compliance monitoring.

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:

The ELD site teachers, in coordination with each student's classroom teacher, assesses each immigrant child to determine the level of support needed in the classroom and during ELD pull out instruction. Para professionals provide before and after school support for learning English and to support with homework. The District has a contract with migrant education staff, who are responsible for providing English learners with extra time and support in core academic areas.

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:

Each site will have a designated ELD teacher to provide pull out ELD instruction and/or a class period of instruction at the secondary level based on each student's language proficiency level. Before and after school support is available for students to improve English speaking skills and to provide support with the State standards. EL Summer Academy is offered to students to continue English skills and instruction with the State academic standards.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District provides English language instruction within the general education classroom in line with the ELD State standards, in addition to designated ELD pull out instruction. The English 3D curriculum will provide students with intensive English instruction to improve English proficiency and academic skills needed to become reclassified. Classroom teachers are receiving professional development in the current best practices for teaching English language learners and our students' varied backgrounds and educational needs.

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:

These funds will be used to support a well-rounded education by providing additional instructional curriculum.