

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

LEA name:

Seeley Union School District

CDS code:

13-63222

Link to the LCAP:

(optional)

www.seeleyusd.org

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

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

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.

Through analysis of state and local data and input from stakeholder groups, the district has adopted three goals encompassing the California's 8 priorities. GOAL 1 - High-quality classroom instruction and academics: SUSD will provide a high quality and comprehensive instructional program that promotes college and career readiness with academic interventions in place to eliminate barriers to student success. Our efforts to support the teachers in planning, delivering, assessing, and evaluating data to meet the needs of all students will continue to be the focus. GOAL 2 - Community and family support: SUSD will ensure the school has a safe, welcoming, and inclusive climate for all students and their families so that all students are in their classes ready to learn every day. Utilizing community resources to meet the needs of our families will be a priority, as well as engaging the community through events, social media, and parent workshops. GOAL 3 - High-quality curricula, staff, and facilities: SUSD will ensure that our learning materials, teacher assignments, and facilities will promote excellence that are conducive to the learning environment. Our district's unduplicated pupils make up 94.15% of our student population. Due to this majority, many of our increased and improved efforts to support these students are district wide. District wide implementation of these practices will not only have an impact on the learning environment as a whole, but also have a positive impact on the targeted unduplicated student groups. (English learners, low income students, and foster youth) 48% of our students are identified as English Learners, and 92% socioeconomically disadvantaged. The Seeley Union School District uses federal funds to supplement and enhance our local goals and activities as reflected in our LCAP. Federal funding in support of increased and improved student achievement, teacher professional development, and student acquisition of the English language are utilized to support the quality of the district's educational program, particularly for unduplicated pupils.

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.

Our district's mission is to educate all students in a safe environment, empowering them to be proud, creative, and responsible members of society. This mission is the overarching theme of our three LCAP goals developed in alignment to state priorities and stakeholder group identified needs. All federal funding received by the district is aligned to these goals. GOAL 1 - High-quality classroom instruction and academics: SUSD will provide a high quality and comprehensive instructional program that promotes college and career readiness with academic interventions in place to eliminate barriers to student success. Our efforts to support the teachers in planning, delivering, assessing, and evaluating data to meet the needs of all students will continue to be the focus. GOAL 2 - Community and family support: SUSD will ensure the school has a safe, welcoming, and inclusive climate for all students and their families so that all students are in their classes ready to learn every day. Utilizing community resources to meet the needs of our families will be a priority, as well as engaging the community through events, social media, and parent workshops. GOAL 3 - High-quality curricula, staff, and facilities: SUSD will ensure that our learning materials, teacher assignments, and facilities will promote excellence that are conducive to the learning environment. Due to the priorities of federal funding being in complete alignment with our state priorities and district goals for student achievement, professional development and English language acquisition, the state and federal funding sources work together to elevate the educational program for our students, particularly our 94.15% unduplicated pupils

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:

N/A

The district is not identified for Comprehensive Support and Improvement (CSI) or Targeted Assistance and Intervention (TSI).

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:

The district values parent involvement and has invested heavily with the creation and support of parent engagement and staff to ensure parents are active members of their child's education. This allows the coordination and integration of parent involvement programs and activities with other Federal state, and local programs. Parents are encouraged to participate in school activities and are invited to participate in school leadership opportunities through the School Site Council (SSC) and English Learner Advisory

Committee (ELAC), as well as the district level LCAP Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), and Migrant Parent Advisory Committee (MPAC). The Parent Advisory Committee (PAC) works with the district to develop the LEA parent and family engagement policy and ensures its annual distribution. Title I meetings and conferences with parents annually review all required Schoolwide program requirements including explaining the challenging State academic standards, reviewing required State and local assessments, monitoring their child's progress and the importance of working together to improve achievement of their children. The district provides a modified school week for parent conferences to accommodate parents and to ensure parents meet with teachers annually and encourage ongoing parent-school communication. Conferences and annual Title I meetings are in a language parents understand and all district and school communications are sent home in English and Spanish. Our site spends a minimum of 1% of their Title I allocation on parent engagement activities as described in the SPSA and approved by their School Site Councils and the Board of Trustees. Parents are surveyed annually during parent conferences (survey is available in English and Spanish) and after all parent trainings and events, including an annual Parent Fair that provides multiple learning opportunities for parents from teachers, administrators, and support staff, and collaboration with other community and county agencies. The parent survey results are used to educate teachers, support staff, principals, and district administration in the value of parental feedback and input in their child's education. The Parent Fair along with our other parent engagement efforts allow the district to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and strengthen ties between parents and the district.

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:

Our Schoolwide programs work to ensure that all students, with a focus on those that are at-risk or low achieving, demonstrate proficiency or higher on State standards. Based on the comprehensive needs assessment, Title I funds are used to elevate the schoolwide program including supplemental materials, professional development, parent engagement activities and supports, interventions for at-risk students, and support of instruction of state standards. School Site Councils analyze state and local data to determine needs specific to the site and create an annual action plan through the Single Plan for Student Achievement (SPSA). The comprehensive site plans are approved by the School Site Council and the Governing Board. Site SPSA expenditures are monitored by the district's Educational Services Department.

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:

All teachers, administration, and school staff are trained annually in the rights of homeless children and youth and the district's procedures for identifying and reporting these students. Homeless students are immediately enrolled with no exceptions. The school works with the parent or guardian to obtain needed documents while the child is enrolled in school and in class. The district has a process in place for identifying students living in homeless situations that allows for services to these students such as transportation, National School Lunch Program, Student Study Team, counseling services, access to family resources, and access to After School programs as necessary. The district has set-aside Title I funding to support homeless students with purchasing uniforms, school supplies, and other needs to eliminate any barriers to their receiving a comprehensive education including transportation. Our counselor and school secretary make identified homeless students a priority for services.

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:

The district does not set-aside Title I funds for pre-school programs.

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:

Site Title I funding can be used to support school library programs depending on site need as determined and approved by the School Site Council in development of the SPSA.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

The district does not receive Title I, Part D funding.

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:

N/A

The district does not receive Title I, Part D funding.

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

The district does not receive Title I, Part D funding.

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

The district does not receive Title I, Part D funding.

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

The district does not receive Title I, Part D funding.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or

youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

The district does not receive Title I, Part D funding.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

The district does not receive Title I, Part D funding.

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:

N/A

The district does not receive Title I, Part D funding.

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

The district does not receive Title I, Part D funding.

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

The district does not receive Title I, Part D funding.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

The district does not receive Title I, Part D funding.

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

The district does not receive Title I, Part D funding.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district provides three full days of professional development during the school year (two prior to school starting and one during the school year-Annual SUSD Professional Development day. Quality teacher learning and development is also provided using weekly professional development sessions. Session topics are based on district initiatives and school site needs lead by principal, Resource Teacher, and Leadership Team and Achievement Team members. Through district-wide grade level specific professional learning communities, there is a systemic, focused approach to enhancing teacher expertise with the sharing of evidence-based approaches and strategies. The district led professional learning allows teachers to acquire new information, implement new strategies, and assess improved classroom practices. Teachers qualifying for induction are provided additional and professional learning by the district through participation in the Induction program at the Imperial County Office of Education. School site support teachers, principals, and other school leaders with individual professional development as needs are determined. Teachers are supported in the classroom with modeling of lessons, lesson planning, data analysis, lesson studies and other professional development support by the site Resource Teacher. Teacher leadership opportunities are supported through committee participation, site leadership teams, support providers, mentor teachers, and Lead Teachers.

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:

The district will provide professional development and continuous improvement support will be provided to the school needing comprehensive support and improvement activities and targeted support and improvement activities as needed. All funds allocated to school sites are based on the number of low income (Title I and site LCFF) and other unduplicated count pupils (site LCFF).

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:

A comprehensive needs assessment is annually conducted to assess professional learning needs and to develop and design district and site level professional development for both certificated and classified staff.

A comprehensive needs assessment is annually conducted to assess professional learning needs and to develop and design district level professional development for both certificated and classified staff. Through analysis of state and local data and input from stakeholder groups, the district's professional learning plan is centered on four main goals:

1. Ways to enhance teachers' expertise to increase English Learner students' academic achievement (ELA, Math, Science, History)
2. Multi-tiered system of support to ensure access and engagement for all students.
3. Student safety and positive school climate
4. Parent and family engagement

District achievement data is used to determine focus for district initiatives including professional development.

The district facilitates the meaningful consultation with all stakeholder groups including, teachers, principals, other school leaders, support personnel, and parents.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district works to align our Title III professional development with California's Quality Professional Learning Standards as outlined below:

Data: Teachers, administrators, and other school leaders analyze state (CAASPP and ELPAC) and local (academic achievement in math, ELA, and ELD) to guide district initiatives and accompanying professional development. Site Data Teams meet regularly to review student progress as well as districtwide grade-level professional learning communities.

Content and Pedagogy: Teachers, administrators, and other school leaders enhance expertise with professional development focused on evidence-based strategies and practices aligned to district standards-based curriculum, writing instruction including scaffolding for English Learners, English Language Development (ELD), English Language Proficiency Assessment for California (ELPAC), College and Career Readiness, Next Generation Science Standards (NGSS), and monitoring and support for at-risk learners including long-term English Learners and newcomers.

Equity: Forty-eight percent of the students in our district are learning English. All professional development provided by the district includes support for English Learners. Teachers qualifying for induction are trained extensively in supporting English Learners linguistically and academically in their classroom.

Design and Structure: The district provides customized professional development throughout the school year with district-wide grade level specific professional learning communities focused on district initiatives much of which is led by the principal. Other professional development academies supporting best practices and strategies for English Learners are provided for new and veteran teachers, administrators, and other school leaders through the County Office of Education.

Collaboration and Shared Accountability: Teachers collaborate weekly with grade level peers at the school site and multiple times during the school year with districtwide grade level peers. Teachers work together to learn evidence-based strategies and practices to ensure all students make progress towards state standards. The principal also meets throughout the school year in professional learning community to discuss student data, progress monitoring, and positive school culture building.

Resources: All district resources are aligned through the Local Control and Accountability Plan (LCAP) and around the district's three goals and mission statement.

Alignment and Coherence: The district's Local Control and Accountability Plan (LCAP) outlines the district's goals and actions based on stakeholder input and data analysis. Investing resources in professional development is a priority and strengthens the entire educational program.

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 District English Learner Advisory Committee meets regularly to provide input on the English Learner instructional programs, including enhanced opportunities for immigrant children. Academic and language academies are provided to students at the school site after school. The program is monitored with entry and exit assessments and coordinated by the English Learner Coordinator. Properly credentialed classroom teachers are employed to teach the academies allowing alignment with the school day program and support of individual student needs.

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:

The District English Learner Advisory Committee, which consists of representatives from the school site, meets regularly and provides input on the English Learner instructional program. These meaningful consultations among stakeholders allow the district to prioritize services. These meetings take place in the evenings allowing teachers, parents, the principal, and other stakeholders to participate. All parents are surveyed during parent conferences to gather more information to guide program development. Meetings provide program analysis and education reflecting the effectiveness of district programs. English Learner data is reviewed and discussed at meetings. All Title III activities require pre- and post-assessments allowing for progress monitoring and determination of program effectiveness. Participant feedback is gathered and shared with stakeholder groups to inform future student activities.

The English Learner Coordinator works with the site principal and teachers using site specific ELA, math, and English language proficiency data to determine the needs of the site. Through this partnership, English Learners are supported academically and linguistically. Properly credentialed classroom teachers are employed to teach. Teachers are provided with orientation and best practices training prior to the beginning of each academy. English Language Arts, mathematics, and language development researched-based curriculum along with best practices for meeting the needs of English Learners are used during the academies. Each academy requires pre- and post-assessments as well as progress monitoring to adjust instruction to address student needs. Long Term English Learners are the focus for school academies at the junior high level. Saturday Academies have also been provided focusing on grade level standards and preparation for the state assessment as well as technology integration. Counseling services for English Learners are supplemented by the English Learner Counselor who meets with students individually to assess their academic and social-emotional needs. The counselor also provides home-to-school connections, support, and training by working with families of English Learners. Newcomers are provided support for their transition to the United States educational system and language acquisition needs through an accelerated English Learner program. Parents of English Learners are encouraged to participate in school governance at the site (School Site Council, English Learner Advisory Committee, Parent Teacher Organization) and district (District English Learner Advisory Committee, LCAP Parent Advisory Committee) to help provide feedback and input for strengthening the district program. All parent correspondence is provided in English and Spanish.

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:

The district uses student achievement data from the ELPAC and CAASPP to determine appropriate intervention and supplemental services for students learning English. Teachers and administrators are provided professional development and support with understanding ELPAC and CAASPP results and using the results to guide instruction. Intervention is determined using achievement data from the ELPAC and CAASPP. All supplemental support services for English Learners have pre- and post-assessments as well as progress monitoring throughout.

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 district will be utilizing Federal Transferability of Title IV funding into Title II funding. Please see above Title II activities. Private School consultation has occurred.