

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

## LEA name:

Kingsburg Elementary Charter School  
District

## CDS code:

10-62240-0000000

## 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, 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.

Federal title dollars work in conjunction with state supplemental dollars to enhance the supplemental actions which are organized and supported by multi-tiered systems of support to provide strategic and intensive interventions to meet the needs of underperforming student groups (such as Low Socioeconomic, English Learner, Foster/Homeless).

Identifying Students' Needs: Student progress in meeting the desired student outcomes is measured and evaluated through a variety of methods, including, but not limited to state summative assessments, SBAC interim assessments, local benchmarks, observations, progress monitoring tools and resources.

An in-depth analysis of student achievement data, staff and parent surveys, is conducted at the District level and at each school site to determine academic areas of strength, areas of concern and instructional strategies and programs that support student achievement. Instructional goals for improvement are established with the input of staff members, students, the district leadership teams and parents.

The District's Governing Board ensures that the district is responsive to the values, beliefs, and priorities of the community. The Board works with the Superintendent to fulfill its major responsibilities, which include overseeing the development and adoption of policies, establishing academic expectations, establishing budget priorities, adopting the budget, and providing safe and adequate facilities that support the district's instructional programs.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The District and school sites collaborate to plan, organize and ensure accountability and alignment of federal and state funds. Site administrators receive training on the effective and appropriate use of supplemental funds to support school initiatives. Each site's School Plan for Student Achievement includes funding sources that reinforce the goals, actions and services to support each site's student populations.

The District's LCAP actions are developed with the input of all stakeholders. The District uses data from multiple measures, including the CA Dashboard to conduct a district and staff needs assessment. District and site leadership teams work together and with the school community to identify specific areas of concern, based on data, to help students improve. To address the areas of concern, a root cause analysis is conducted. After determining a possible cause of the concern, administrators continue to work with their leadership teams and stakeholders to identify solutions to the problems. Site specific actions are then developed to implement with staff.

Stakeholders include parents, students, community members, staff, parent groups, Site Council, English Learner Advisory Council, District ELAC, and the Parent/District Advisory Committee.

All allowable activities and expenditures are discussed with stakeholders, including the SSC. The Assistant Superintendent and CBO review all requisitions to ensure the funds are used for allowable expenses. When completing requisitions for purchases using Federal and LCFF Supplemental Concentration Funds, site administrators check to make sure the use of these funds align with the SPSA, LCAP and Charter. On every requisition using federal and LCFF S & C funds, site administrators include which goal number the funds address in the SPSA and the page number indicating where information is located.

Federal funds are targeted to support low-income students and their families, lowest achieving students and English Learner populations to increase support and intervention services to ensure equity and close the achievement gap for identified subgroups.

# 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:

The Kingsburg Elementary Charter School District identifies disparities in teacher assignment through our Human Resources Department. A full time Director of Human Resources reviews credentials to ensure that teachers are qualified, experienced and assigned to the appropriate classrooms and core subjects.

The Superintendent's Cabinet, made up of the Superintendent, Assistant Superintendent, Chief Business Official, Director of HR and Director of Special Education meet to analyze the data. The results of the data for each question are shown below.

Are minority students taught at higher rates than other students by ineffective teachers?

No – We had no ineffective teachers. There were no differences in rates.

Are low-income students taught at higher rates than other students by ineffective teachers?

No – We had no ineffective teachers. There were no differences in rates.

Are minority students taught at higher rates than other students by inexperienced teachers?

No – There is no pattern of minority students being taught by inexperienced teachers, at higher rates than other students.

All site administrators work with their school community and staff to ensure classrooms are balanced and students receive instruction from qualified teachers.

New teachers/interns are matched with a mentor teacher and provided additional staff development and training. Teachers participating in the District's Teacher Induction Program (Beginning Teacher Support and Assessment – BTSA) receive extra support through BTSA Support Providers. BTSA supports the growth and development of general education, multiple subject, single subject and

special education preliminary credentialed teachers through fully supported induction courses and a support provider/mentor model while fulfilling the Commission on Teacher Credentialing requirements for obtaining a clear credential. Each participating teacher is matched with a like-credentialed and grade level support provider/mentor who provides intensive and individualized support that is aligned with current District initiatives and goals to assist the new teacher in developing strong pedagogy. The mentor supports collaboration through reflective practice that leads to a process of continuous learning and effective classroom practice.

## **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 Kingsburg Elementary Charter School District is committed to partnering with parents, in support of their children to ensure they are becoming college and career ready.

The district Parent Involvement Policy is distributed annually to all parents and guardians as part of our Annual Notice to Parents at the beginning of each school year. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It is updated annually, if needed, based on recommended changes from the California School Board Association. The district and school sites also take into account feedback from parent advisory groups and information gathered from annual parent surveys and parent conferences.

For each of our five Title I designated schools, the school's Parent Involvement Policy is reviewed by the School Site Council at a regularly scheduled meeting and also at the District/School Site Annual Title I Parent Meeting which takes place in the fall.

The district and each school site provides multiple opportunities for parent engagement.

1. Annual Title I Parent Meetings – Take place in the fall and provide families with information regarding opportunities for parent involvement, student achievement data information, CA Dashboard results and School Safety. Parents are also provided with training in regards to a variety of topics, including student academic needs, review of curriculum, mental health, suicide prevention, and school safety.
2. Parents are invited to participate and join a variety of parent organizations including: Parent Advisory Groups – English Language Advisory Committee, District ELAC, School Site Council, District/Parent Advisory Committee, music boosters, athletic boosters, Parent-Teacher Organization
3. Back to School Night at each site provides a time for families to meet the teacher and classmates, learn more about the upcoming year and how to help students at home.
4. Open House is another opportunity for students to shine and share their work, as well as enjoy time with their family, teachers and classmates.



5. Parent-Teacher Conferences – Teachers are expected to meet, individually, with 100% of their students’ parents during this designated week, which takes place annually in October.
6. Adult Parenting Workshops in English and Spanish
7. Adult English as a Second Language Classes
8. Kingsburg Reads One Book – Families have the opportunity to become more involved in their child’s literacy development and build a culture of literacy at home.

## **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:**

Four of the KECSD designated Title I Schools implement a “Schoolwide” Title I Program. Island Community Day School was identified as a Targeted Assistance Title I School in 2019, due to its Socio-economically Disadvantaged or SED and sole student enrolled during CBEDS. There were no students enrolled at Island during the 2020-2021 school year. CVHS has been identified by the state as a “Targeted Assisted” Title I School based on the percentage of students identified as SED.

Programs which meet the individual needs of neglected and/or delinquent students within the school and outside of the regular education program includes interventions structured within the Positive Behavior Intervention and Supports (PBIS) system model inclusive of individualized and group counseling, individualized or small group academic support, positive behavior planning, mentorships, check-in and check-out systems, reward activities contingent on goal setting, and connecting students with outside resources such as outside counseling, community service, and organized group involvement. Additionally, school district liaisons case manage student and families to ensure needs are being met. Students are identified through fact gathering. Fact gathering can occur through information being brought forward to the administration through various communication means, or through structured Professional Learning Community (PLC) time, in which teachers systematically meet to discuss individual student needs and concerns, and problem solve interventions, which can include interventions such as change in instructional approaches, identification of mentors, or referring to the next level of intervention. Student Study Teams (SST) bring together various specialty team members for the purpose of problem solving and creating an individual plan of success for the student. Student Study Teams include the parent, student (if appropriate), administrator, teacher, and any other staff or community member that could or would have a relatable investment in the student’s education and goal of wellness and success.

## 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:**

Homeless children and youth are identified upon enrollment or information fact gathering. Once identified, district liaisons are readily available to the families and assure supports and services righted to homeless children and youth is implemented and carried through, inclusive of assisting in gathering of and completing all necessary paperwork, receiving free meals, assuring transportation needs to and from school are met. Liaisons also assist with other resources outside of the school to assure that all basic needs are being met inclusive of medical appointments, and connecting families to places that may assist with clothing, food, and shelter when needed.

## 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:**

### Special Education

For special education students known to be transitioning from an early childhood education outside of the LEA, the outgoing agency contacts the LEA prior to the student's third birthday, at which time a transition IEP meeting takes place to assure continuance of service without interruption. For students not in special education, the LEA reaches out to local early childhood programs to inform them of the services offered by the LEA, inclusive of options of enrollment for preschool and the Transitional Kindergarten (TK) program. Contact information and instructions are disseminated. Transitional meetings between the incoming and outgoing agencies are encouraged and held for

students known to have additional needs which are identified through discussion, parent request, or through information provided on enrollment.

For students in special education, transition IEP meetings are held with the junior high school and high school to discuss student needs and assure continuance of services. For students not in special education with at or high risk needs, communication takes place between the outgoing and incoming administration to discuss present levels of performance and needs with subsequent thoughtful planning. For all students, students and parents attend a registration night prior to the end of the 8<sup>th</sup> grade school year in which they are presented with good baseline information, register for classes, and are given the opportunity to ask questions and schedule meetings with high school counselors if they so choose. Additionally, students tour the campus and participate in “placement tests” to ensure that students are placed in the classroom that will provide the best opportunity for success.

#### Transition Between Grade Level Spans/Schools

KECSD is structured as a community aligned school system instead of a neighborhood school system. All of the students move through the grade levels as one unit. This allows each grade level to provide the most effective education program because of the unity formed with each stakeholder in the district and community. The District’s unique grade level configuration consists of the following schools and grade levels:

Washington School: TK, K

Roosevelt School: Grade 1

Lincoln School: Grades 2, 3

Ronald W. Reagan Elementary School: Grades 4, 5, 6

Rafer Johnson Jr. High School: Grades 7, 8

Central Valley Home School: Grades K-8

Island Community Day School: Grades 4-8

Site administrators work with each other to schedule visitation days, at the end of the school year, for students who are transitioning to a new school. These special events include a tour of the school, meeting with teachers/staff and a special assembly to help students feel welcome, as well as build excitement for the next school year and new school.

In addition to the visitation days, site administrators collaborate to meet and discuss the needs of specific students transitioning from one school to the next. Data from multiple measures is used as a focus of these meetings, as well as teacher input.

### **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:**

The KECSD uses LCFF funds to identify and serve students identified as Gifted and Talented and to support our school library programs.

## **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:**

NA

### **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:**

NA

### **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:**

NA

**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:**

NA

**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:**

NA

**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:**

NA

## **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:**

NA

## **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:**

NA

## **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:**

NA

## **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:**

NA

## **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:**

NA

## **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:**

NA

# **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 field of education is constantly evolving and expanding its knowledge base. Advancements in technology and information about how students learn best are continually being discovered. To keep pace with the knowledge needed to ensure that all students will achieve at high levels and with a focus on equity, the KECSD provides its staff with a model for continuous learning throughout their careers.*

*KECSD has an integrated system of professional growth and improvement focused on increasing student achievement and closing the achievement gap. Professional development in our district varies from new teacher induction programs, such as BTSA, to individualized professional learning for our most veteran staff through district academic coaches. The District believes its teachers are critical to student success and improving teacher quality through professional development and coaching is key to providing support.*

### **Decisions are data driven, using multiple measures including, but not limited to:**

CA Dashboard/State Summative Assessments

Benchmark Assessments

Formative Assessments

Teacher Input/Professional Input

Parent/Student Surveys

Root Cause Analysis

County Office Consultation

Research and Input from Other Districts/Organizations

Classroom Observations

Available Resources

### **Beginning Teacher Support and Assessment (BTSA)**

The Kingsburg Elementary Charter School District (KECSD) partners with the Fresno County Superintendent of Schools BTSA program. The BTSA program provides specific professional development and individual guidance to beginning teachers working to clear their credential. Beginning teachers work in collaboration with a trained Support Provider (SP) to receive a formative, performance-based, teacher assessment and support system. The system allows Participating Teachers (PT) to practice and reflect on effective instructional practices.

### **Clear Administrative Services Credential (CASC)**

Administrators working towards their Clear Administrative Services Credential are paired with an experienced administrator mentor. CASC is a two-year program designed to provide new administrators with field experience and learning through coaching and professional development.

### **Comprehensive Professional Development**

KECSD also provides a comprehensive professional development program focusing on state frameworks, instructional shifts and implementation of newly adopted board approved instructional materials. The District works with members of the KECSD Academic Leadership Team, nearby County Offices of Education and other outside consultants to provide training for staff. Together, with the District's Leadership Team, these expert practitioners are instrumental with constructing a multi-



tiered system of support to ensure that all students including English Learners and Students with Disabilities have the supports needed to be successful in an inclusive classroom environment.

### **Professional Learning Communities (PLC)**

The District provides a weekly time for staff to collaborate and focus on student learning, using a structure based on the DuFour Professional Learning Community model which provides a framework for analyzing student data, planning and sharing of best instructional practices.

### **Academic Coaching**

The District's Academic Coaches provide focused support to help teachers and leaders contextualize district goals and practices that they are learning in district professional development, with teachers ultimately applying them in their own classrooms. The coaches use an inquiry approach, and work with teachers to identify strengths, goals, and questions of student learning that teachers bring to their work, as well as provide guidance, information and scaffolding that will help them improve practice and reach goals. The District English Learner Coordinator also provides ongoing professional development and follow up support to ensure increased student achievement for our ELs, with a focus on the implementation of integrated and designated English Language Development.

### **Vertical Teams**

The District's Literacy, Math, and Technology Vertical Teams each play an important role in the academic success of students. These individual groups help create a culture that connects teachers with a common shared vision and purpose. The vertical teams establish linkages and connections to create a seamless education for students, as well as build relationships among staff and promote creative opportunities to build capacity, become experts in their field, and continually improve practice.

## **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:**

#### **Signature Practices**

The Kingsburg Elementary Charter School District's signature practices, Sheltered Instruction Observational Protocol (SIOP – The District adopted model of instruction.), Professional Learning Communities (PLC), Response to Intervention (RTI) and Positive Behavior Intervention and Supports (PBIS) were developed to help students achieve three primary goals identified in the Kingsburg Elementary Charter School District's (KECSD) Local Control Accountability Plan (LCAP): Prepare all students for mastery of the common core standards and acquire 21st Century Learning Skills, increase English Language Development, and ensure that all students are prepared for college and a future career.

KECSD's professional development are centered on these four signature practices, in addition to implementation of the CA Frameworks, instructional shifts, state standards and newly adopted curriculum.

KECSD provides targeted support and coaching to school sites through an extensive multi-tiered System of Support (MTSS) model.

Our professional development is focused on closing the achievement gap. Schools with the highest percentage of low income students and students at risk of not meeting challenging academic standards have first priority in receiving professional development from TII and other resources.

Response to Intervention (RTI) – All school sites work with their full time resource teachers, District Director of Special Education and District Leadership to implement RTI. The RTI teacher provides support to students who are significantly below grade level standards in English Language Arts, focusing on foundational literacy skills and math. RTI teachers identify students through a universal screening process and provide high quality instruction and interventions matched to student needs. Progress is monitored frequently and adjustments in instruction are made when appropriate and based on data. The RTI teacher meets with grade level teachers through the PLC process to discuss individual student needs and refer a student, if necessary, to a Student Study Team (SST) for evaluation of additional support. Extra support is provided for the RTI staff and classroom teachers through additional targeted professional development, with the focus on Tier 2 and 3 intervention. Paraprofessionals have been included in Tier 2 and Tier 3 intervention training, alongside classroom teachers and the special education staff.

## **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:**

**KECSD values and supports the continuous improvement of programs and actions and implements a robust evaluation process, using multiple measures and reflection to analyze work and adjust plans, as needed and based on data.**

**The District maintains a wide variety of monitoring metrics in both our LCAP and Single Plan for Student Achievement (SPSA) to assist in targeting needs, allocating resources, and evaluating program effectiveness. (Title I – Annual Program Evaluation)**

**The District implements the Plan, Do, Study, Act – Continuous Improvement Cycle to analyze plans and make improvements:**

Step 1: Plan – Development of a plan, based on need/data

Step 2: Do – Implementation of the Plan

Step 3: Study – Time set aside to analyze data and study results

Step 4: Act – Adjust/Refine the change, based on data and what was learned

**Multiple measures used to monitor progress includes, but is not limited to:**

**Surveys** – All stakeholders including, students, staff and families provide valuable feedback. Annual surveys are utilized to gain knowledge and a deeper understanding of student engagement, academic rigor, school connectedness and culture, college and career readiness, learning styles,

support services and programs, instruction and other relevant information. Results are analyzed and shared districtwide to determine areas of strength and areas where improvement is needed.

**LCAP Stakeholder Input Meetings** provide additional input in regards to the 8 state priorities, including staff/student needs and professional development and support.

**Student Achievement Results** – Data including state summative assessment results, the CA Dashboard Indicators, local indicators, formative assessments and other multiple measures are analyzed on an ongoing basis. Through PLCs and bi-weekly Academic Leadership Team Meetings, and Vertical Team Meetings, the data is analyzed and used to guide instruction. Professional Development needs may also be identified and addressed during these structured meetings.

**Evaluation/Observation Process** – To ensure all students have access to high quality instruction, the evaluation of all staff is vital to the success of the students and the district. The evaluation of employees is a collaborative process and includes observations, walk-throughs, conferencing, goal setting and reflection throughout the year.

## **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:**

Kingsburg Elementary Charter School District will continue using funds provided by Title III Part A to enhance programs provided to English Learners by focusing on effective implementation of integrated and designated ELD through research based learning strategies to increase English Learner achievement. The district will partner with FCSS to provide professional learning opportunities that focus on targeting designated ELD strategies across all grade levels. Teachers will be able participate in additional professional learning opportunities to be able to plan and align their instruction to the ELD standards and make connections to the ELA standards. Coaching and support will be provided throughout the year to align assessments to the accordingly and to proficiency level. The director of curriculum and instruction will conduct professional learning sessions with district leadership teams and stakeholders to inform and align school sites to improve instruction for our English Learners.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Kingsburg Elementary Charter School District will assist immigrant students and parents in the understanding of our school system and services that are available. Upon enrollment a welcome package and a meeting is held with incoming or returning families to provide them the opportunity to be an active participant in their child's education. The English Learner services department provides a picture dictionary and school supplies, along with a list of resources offered by the school district and the community in a language they can understand. Among the resources offered are ESL classes, literacy classes and tech nights throughout the year with translations available. After initial testing students will be placed in the appropriate classroom according to proficiency level. Newcomers will have additional opportunities to with specific programs to meet their 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:**

Through continuing data analysis and progress monitoring, Kingsburg Elementary Charter School District will increase English learner proficiency and reclassification rates. Teachers will have additional summer planning to align ELD standards to current units of study. They will also have additional planning days partnered with the local office of education to continue to revise and enhance our educational plan for our English learners. Students are placed in the appropriate ELD classes according to proficiency level so instruction is focused on their learning needs. Through data analysis the district is able to focus on students that are not meeting language proficiency or at risk of becoming Long Term English Learner status and intervene as quickly as possible. Supplementary materials and technology programs have been purchased with Title III funds to support newcomers for additional assistance and support.

**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:**

Kingsburg Elementary Charter continues to use funds under Subpart 1 to help English Learners achieve English proficiency on the State's English language proficiency assessment by providing professional development to teachers and acquiring additional resources. Along with professional learning opportunities specifically designed to designated and integrated ELD, each school site participates in the focused progress monitoring of their English Learners. Dedicated principals conduct focused PLC's geared to the improvement of English Learner progress. Teachers are provided collaboration time and are able to adjust instruction through data analysis of English learner assessments and the examination of reclassification criteria.

## **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 Kingsburg Elementary Charter School District applied to receive Title IV, Part A funds on this year's Consolidated Application. If the district receives funding, our efforts will focus on the following:

1. Funding to support safe and healthy students who may be at risk both academically and behaviorally by providing support and resources for students and their families by connecting them to specific program needs such as mental health providers, parenting workshops and classes on safety and health/wellness.

2. The funding will help support implementation of PBIS and other socio-emotional areas to improve school climate.
3. Effective use of Technology will be supported through professional development. Our objective is to develop 21st Century Learners by furthering the use of technology in the classroom and using technology as a tool to access the California state standards. Effective use of technology also includes the area of technology integration, computer science classes and coding.
4. Program effectiveness will be monitored through a variety of means including, but not limited to CA Dashboard Indicators, surveys, parent involvement opportunities/enrollment and feedback from staff.