

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

LEA Name

Pleasanton Unified School District

CDS Code:

01 75101 0000000

Link to the LCAP:

(optional)

<https://bit.ly/2L9AEA6>

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 Pleasanton Unified School District has as its mission that "Our Students Will Make a Better World." Our vision states that "Every Student will be a resourceful, resilient, responsible and engaged world citizen." The Board of Education recognizes that with guidance and support every student can reach his or her potential. The PUSD LCAP is designed to meet all state and federal requirements and address the eight state priorities. The LCAP goals have been chosen to ensure that students are receiving the necessary guidance and support regardless of socio-economic status, language proficiency, housing insecurity or parent/guardian status. In order to implement the actions and services described in the LCAP, the district will also utilize allocated Federal Funds to pursue these goals. Funds will be allocated to identified school sites to support qualifying students through additional instructional support, with appropriate personnel, programs and materials as outlined in the School Plan for Student Achievement. District wide funding will be used to support the Multi-Tiered System of Supports in place in our district which provides a rigorous response to intervention and instruction for all students as identified with high quality assessment, and continuously monitored for progress. Certificated and classified staff will receive ongoing professional development and support from multiple sources. In addition, English Learner Students and Immigrant Students will continue to receive both Integrated and Designated English Language Development. This strategy will provide the additional support needed to fulfill our mission and vision as a district.

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.

In order to implement the strategy that PUSD has identified to supplement and enhance local priorities, the district has identified several high quality efforts:

*Summer School for students in grades 3-11, including credit recovery for qualifying high school students (Title 1, LCAP, GF)

*Intervention/Integration Specialists (Title 1, 2, 3, Low Performing Student Block Grant, LCAP, GF and local funding). These Specialists will provide intervention for students (English Learners, Students with Disabilities, Socio-economically Disadvantaged, Homeless, Foster Youth, Gifted and Talented, etc), creating models of success for students while supporting teachers' ongoing professional development with RTI2 (Response to Instruction and Intervention).

*Professional Development for Certificated and Classified Staff (Title 2, LCAP, GF). Staff will continue to have multiple opportunities for high quality, research based professional development. In order to align these activities with challenging State academic standards, professional development is differentiated for staff according to their own strengths and needs.

*Positive Behavior Intervention Support (Title 4, LCAP, GF). PBIS provides a multi-tiered system of supports for school sites to organize evidence based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

*Parent Engagement (Title 1, Title 3 English Learners and Immigrant). In order to maximize opportunities for parent and guardian engagement, the LEA will provide translation and interpretation services for parents and guardians of English Learners for important documents and communications as well as in person interpretation services. In addition, parents and guardians will have the opportunity to input in district and school programs through District English Learner Advisory Council (DELAC), Site Based ELAC, School Site Council (SSC) and Local Control Advisory Council (LCAC).

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services

how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

Pleasanton Unified School District uses Free and Reduced Lunch Program (FRLP) as the poverty criteria to select school attendance areas in the Consolidated Application.

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:

In 2017-2018, at the elementary and middle school levels, teachers at the school had an average of 10 years of experience as compared to the district average of 12. Five teachers were new to Elementary and Middle Title 1 schools in 2017-2018. The Title 1 High School in PUSD is the district continuation school. The average years of teaching experience is five at that school. In order to address any disparities the Curriculum and Instruction department works closely with site principals and teachers to meet needs of teachers and students through targeted professional development and access to rigorous curriculum to ensure that might result if students learn from new or inexperienced teachers. District and site administrators also work closely with the Human Resources Department to provide assistance through PAR for recommended teachers. In 2017-2018 there were no teachers with misassignments at the schools receiving Title 1 Funds.

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:

Every school identified to receive Title 1 funding conducts a yearly Title 1 Parent Involvement meeting to ensure that parents and guardians are knowledgeable regarding their rights and obligations at their school. School Site Councils are actively engaged in monitoring school site data and working together to determine high quality, research based strategies to support students at their school site. In addition, these schools discuss the responsibilities outlined in the Title 1 Home/School Compact as another vehicle for active engagement in the school. Parent Liaisons communicate on a regular basis with families to provide support both academically and socially for parents. The Social Worker Team, including a Spanish speaking Social Worker and the Youth Development Specialist, who provides support for Homeless and Kinship Youth and Families are included in the system of supports for parents who are referred, recommended or who request additional support. Schools are developing Coordination of Services Teams (COST) to address the social, emotional and academic needs of students. Administrators have received professional development regarding Anti-Bias Education Framework and Trauma Informed Care to assist in their support of students and families in PUSD.

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:

Pleasanton Unified School District operates schools that receive Targeted Support. No PUSD school has a schoolwide program, nor does the district receive funding for neglected or delinquent children. At schools with Targeted Support, funding is allocated for intervention staffing, programs, technology, and other applicable materials that are in use by students identified as receiving Title 1 support. Students are identified through their status as participants in the Federal Free and Reduced Lunch Program and their learning needs as measured by state and local 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:

The following data reflects the work of the McKinney-Vento Social Worker assigned to support unhoused students. She is assisted by two other social workers who focus on students regardless of unduplicated status.

TOTAL # OF REFERRALS SERVED 2017-2018 SCHOOL YEAR:

New Referrals: 45 (+17 from previous school year)

Re-Referrals: 20 (+7 from previous school year)

Summer School 2017: 20 (+12 from Summer 2016)

Mariachi Direct Referrals: 5 (although 12 of the 65 total referrals are Mariachi participants)

REDUCTION OF SUSPENSION PROGRAM

Total # of Referrals: 75

Total # of Students with Additional Case Management: 6

SERVICES PROVIDED:

One-on-One Resource Management Support

Translation Support - Accessing Community Resources, Navigating Large Systems

Mariachi Parent Workshops

Mariachi Office Hours - follow up appointments with parents, direct referrals received

Free Tax Preparation (in partnership with Tri Valley One Stop Career Center)

15 returns completed

Support the work of new district procedures and policies

COMMUNITY RESOURCES PROVIDED:

Legal (Family, Immigration, Labor), Mental Health Parent Education, Housing, Child Care, Vision, Therapy (Individual and Family), Medical, Domestic Violence

2017-2018 HIGHLIGHTS:

Supporting Parents in securing renewals of Social Service benefits to minimize gaps in coverage for our students; MKV Procedures established; increasing staff knowledge regarding protocols for meeting student needs (eyeglasses, mental health therapy, dental, medical); introducing Spanish Speaking families to culturally relevant services/support;

TOTAL # OF MKV STUDENTS IN DISTRICT - 2017/2018: 34

OF MKV STUDENTS WITH ADDITIONAL CASE MANAGEMENT SUPPORT: 12

SERVICES PROVIDED:

Transportation Assistance

Housing Resources

Education around the benefits of the MKV Law

Trained Staff around MKV services/eligibility/law overview

PUSD's Youth Development Specialist's role is to provide support, wrap-around services, and case management for families who are raising a relative's child (e.g., grandparents raising grandchildren, older siblings raising younger siblings, aunts, and uncles raising other family members' children or children Couchsurfing). Kinship also includes school-age parents who are still living at home and co-parenting, long-term family friends who have taken on the responsibility of raising a child, and unaccompanied children living with a sponsor.

TOTAL # OF STUDENTS AND FAMILIES SERVED 2018-2019 SCHOOL YEAR:

Kinship: 120 plus (changes regularly)

Foster: 10 plus (changes regularly)

Highlights:

- Launched monthly Foster and Kinship Newsletter (See examples of Newsletter)
- Launched Big Brother/Little Brother (High School young men have been paired with little brother)
- Launched CPR-Jr. -College-Career Preparation and Readiness) Grades 6-10)
- Launched FMTC (Follow Me Through College): 16 care packages were sent to 2018 PUSD graduating seniors.
- Assisted 19 F&K Seniors – to prepare and submit documents required for college/work application and financial aid.
- F&K Graduation luncheon for 19 graduating seniors with support from the community, including PPIE, Valley Community Church, Blue Oaks Church, the Graggs family, Simmons

Family, Bayani family and other community partners, hosted a luncheon celebration giving away luggage sets with comforter/linen set, new chrome book, toiletries, backpacks, etc. for college!

In addition, funds were provided to ensure adequate transportation for students to and from school, and adequate materials for school attendance. Low-income families are also eligible for the Laptop Loaner Program which includes Internet Hotspots.

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:

Pleasanton Unified School District's goal is that all students, regardless of race, ethnicity, socio-economic status, or gender will be proficient/advanced and college/career ready upon graduation. The additional support from LCAP provides part time College and Career Counselors at Amador Valley High School and Foothill High School. The College and Career Education Specialist position provided two types of services:

1. Supported the activities of the College Boot Camp by arranging transportation for LCAP identified students (if needed) to the annual Tri-Valley College fair and other college site visits.

2. Worked with Middle College program to support dual enrollment opportunities and college readiness.

They also provided the following services in conjunction with Tri-Valley ROP:

Liaison between HS and ROP office

Liaison between HS & other schools that HS students travel to and from.

Report HS travelers' attendance in ROP Courses

Input HS travelers' grades for ROP courses

Coordinate support team to assist ROP student in need

Co-ordinate the Tri Valley College & Career Fair

Coordinate the ROP on-campus inventory

Attend ROP inservices

In addition, the comprehensive high school program received additional counseling personnel to increase support for students who are unduplicated in order to increase their completion of courses that qualify for A-G requirements at each high school.

Highlights:

Job Fairs

TVROP College Fair - 100+ Colleges

Assists with Field Trips

Recruit, Chaperone, and advertise GetSet Field Trips for Girls interested in STEAM at AVHS

Done: USF, SAP Center, RACC Out of State College Fair, Disney Animation Museum

Upcoming: Clorox, Tech & Innovation Day, NVIDIA, She Leads STEAM Summit, Dinner with a Scientist

Result: Girls interested in STEAM exposed to and able to network with professionals in field interest and learn about opportunities and pathways

Assists with student scholarships

Assists with ROP Logistics

Bridges gap between site Counselors and ROP CCS to collaborate and build on programs

Website oversight

Overhauled the College and Career Webpage to be clear and useful to students.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Pleasanton USD assesses all second grade students and other recommended students to determine qualifications for Gifted and Talented Education. Students identified as GATE based on this assessment are served within the Response to Intervention model with lessons designed to promote enrichment and extension of academic standards. In addition, secondary students have the opportunity to access honors and Advanced Placement classes at the Middle and High School level.

Funding has been allocated to supplement school libraries with a focus on non-fiction literature in order to support shifts in learning based on California State Standards and Next Generation Science Standards.

In addition, the library media tech position for Village High School, the continuation school for Pleasanton USD students allows extended access to the library for one of our most vulnerable population of students and is intended to contribute to increasing the college and career outcomes of students from Village High School.

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

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:

n/a

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

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

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

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

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

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:

n/a

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

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

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

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

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:

Newly Certificated Teachers: Pleasanton USD participates in the consortium which provides the Tri Valley Teacher Induction Program. TVTIP supports eligible teachers transitioning from their university preparation into their professional career as well as out-of-state trained teachers possessing a preliminary credential. In 2004, the state approved TVTIP as the pathway for teachers to obtain their Professional Clear Credential through high quality coaching. TVTIP is committed to accelerating a new teacher's development sooner in his/her career in order to positively impact student learning.

The Consortium collaborates with the New Teacher Center and local universities. A director, district coordinators, teacher leader coaches, and administrators guide the Project. TVTIP provides support to eligible, participating teachers as they begin their professional career. The Consortium's goal is to provide opportunities for teachers to become highly qualified and effective practitioners. Current research findings indicate that the knowledge of teaching practices, student learning outcomes, standards-based subject matter content, and ultimately, the ability to reflect on one's own practice are the strongest predictors of student success and teacher professional growth. This research forms the foundation of the Induction Consortium's commitment to deliver teacher centered services that support the efficacy and retention of highly qualified teachers.

Certificated Teachers: One of the vehicles in place to support the development of teacher leaders is through the Intervention/Integration Specialist Model. The Intervention Specialist support all aspects of the RTI model at the school site. All TK-12 Specialists participate in staff meetings and data talks, facilitate training, and assist with the implementation of the District-adopted instructional materials. The TK-12 Specialists are representatives of the District instructional curriculum team and can assist by recommending appropriate instructional resources and/or personnel. Specialists provide grade level/content area support to staff for intervention and CORE instruction as well as research evidenced-based instructional practices to ensure every student succeeds. They meet monthly in order to calibrate their understanding and development of the Multi Tiered System of Supports in place at each school.

Newly Credentialed Administrators: New administrators in PUSD participate in the Alameda County Office of Education induction program. The Clear Administrative Services Credential Induction Program provides candidates an individualized induction experience based on the context of their leadership role, including one-on-one coaching by an experienced administrator. Candidates participate in an ongoing formative assessment, professional development seminars, and job-alike professional learning communities designed to grow the knowledge, skills, and dispositions that are essential for successful administrative leadership.

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:

Village High School has been identified as a school in need of Comprehensive Support and Intervention as a result of their Title 1 status, their yellow indicator on the California Dashboard for College and Career Readiness. Based on the needs assessment the following goals in alignment with the recent WASC report have been identified:
Goal 1: Implement instructional strategies and utilize resources to raise achievement levels of all students to at or above standard.

Strategies to meet goal 1:

Hire an Intervention Specialist 1.0 FTE who will work 60/40 in ELA/Math to provide Professional Development and Coaching for all teachers, in addition to intervention services for identified students. PD for teachers will address successful instructional strategies for Alternative Educational Settings
Identify and implement instructional strategies to address the achievement gap and all struggling academic students
Improve offerings and supports to a small but significant EL population
Update technology in support of the curriculum as resources become available
Track and Improve individual student attendance using available technology
Extend Virtual Learning opportunities to reach more students
Increase career & college readiness
Implement universal and streamlined phone/device policy and monitor its effectiveness

Goal #2: Promote academic success and lifelong learning by supporting students' needs outside of the classroom
Continue work with HUME Center to provide support to students & parents and training for staff
Increase health and lifestyle-related assemblies, guest speakers, seminars
Organize and disseminate information on critical areas of need based on the data from the CHKS to students and refer students/families to appropriate supports programs.
Provide professional development for all staff regarding Trauma informed care, Restorative Practices, High Impact Instructional Strategies

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:

LOCAL CONTROL ACCOUNTABILITY COUNCIL

In order to develop the Local Control Accountability Plan (LCAP) the Pleasanton Unified School District has developed a comprehensive process for Stakeholder Engagement. The central vehicle, the Local Control Advisory Council (LCAC) considers feedback and survey data from a variety of stakeholder groups in order to develop recommendations to the Board of Education regarding Goals, Actions and Services that support students in our district, with a focus on those identified as English Learners, Socio-Economically Disadvantaged, Homeless and Foster/Kinship Youth. These students are referred to as “Unduplicated” in that the district receives supplemental funding for actions and services within the LCAP, based on their number in our district.

Each month the committee engages in discussion regarding implementation and impact data from district staff members who have been tasked with implementing the Actions and Services that are included in the LCAP. Staff members prepare an executive summary of impact data and next steps in regards to the Action/Service. These are shared prior to the meeting and then, members meet in small groups to ask clarifying questions about the Goals, Actions and Services under discussion. At the end of each meeting, members give feedback through a survey about the effectiveness and feasibility of the Actions/Services under discussion.

Beginning in February additional district wide stakeholder groups provide feedback on LCAP Funded Programs, Resources, & Positions at their regularly scheduled meetings. Members of each group are asked to reflect on actions/services within the LCAP and complete a survey about the effectiveness and feasibility of the Actions and Services in the Local Control Accountability Plan.

DISTRICT STAKEHOLDER SURVEY

Last Spring, PUSD administered the first annual PUSD Stakeholder Survey. The survey focused on aspects of school climate including academic support, student support, school leadership, family involvement, safety and behavior, communication and community building, as well as overall school quality. The survey was administered to all PUSD employees, parents, and students in grades 6 - 12. Nearly 4,000 responses were received from the entire community. Based on survey responses, 86% of parents/guardian participants rate the overall quality of their school as 'excellent' or 'good'. Additionally, 83% of staff and 79% of student participants rate the quality of their school as 'excellent' or 'good'. Of the school climate dimensions surveyed, family involvement received the most affirmative responses from parent/guardian survey participants. Specifically, parent/guardian survey participants responded that they felt encouraged to engage in school events and activities and that staff members and families treat each other with respect. For grade 6 - 12 student participants, 'student support' received the most affirmative responses. For PUSD staff, 'academic support received the most affirmative responses. These results also show some opportunities for growth. Areas of focus moving forward should be communication and community building, supporting individual student needs, and academic support related to connecting lessons to life outside the classroom and timely feedback. District and school leaders use the survey findings in school improvement planning for next school year. PUSD shared a summary of our first year results during the September 12, 2018 PUSD regular board meeting.

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:

Pleasanton Unified School District is committed to providing focused staff development to all teachers and staff, including special education staff, to empower them with the skills and attitudes needed to work effectively with the specialized needs of our English Learners.

Every year, an extensive program of workshops and inservice is available for administrators, teachers, counselors, classified personnel and instructional aides, as well as community members and parents. A Teacher on Special Assignment as Integration Specialist assists with the development of professional learning opportunities in multiple formats, including in person and online. The district offers, supports, sponsors, and/or publicizes professional development opportunities that include, but are not limited to:

Specialized training on the California State Standards and the California English Language Development Standards Workshops directly related to services and instructional strategies for English Learners

Grade-level networks with suggested strategies for teaching English Learners

English Language Development (ELD)

Structured English Immersion (SEI)

Specially Designed Academic Instruction in English (SDAIE)

Leadership Academy—programs for current and aspiring administrators

TV/TIP Program—formal and informal inservice programs structured to provide Best Practice discrete and integrated instructional methodologies to K-12 teachers

Literacy Emphasis—workshops for K-12 teachers and administrators in a variety of venues focusing on language development

Text-specific training from publishing company consultants and district staff on our district-adopted ELD programs.

Teacher informal mentoring at each school site

School site training with ELAC members or staff

Classroom planning for differentiation of instruction

Cross-cultural understanding

Classroom management strategies

Character development

Data Analysis and evaluation

Student Information System and Enrollment Procedures

Intervention strategies for longtime English Learners

AVID strategies

Administration of the English Learner Proficiency Assessment in California (ELPAC) including ELD/ELA Standards and Framework aligned with assessment domains.

Further, the District provides staff development to ensure understanding of all elements of the district's EL Master Plan for the English Learners program:

Training on English Learner instruction and support is provided as a part of New Administrators' Training and as a part of other trainings conducted throughout the year in conjunction with regularly scheduled leadership meetings

New teachers receive specific training relating to the Master Plan for English Learners through our TVTIP collaboration

Training sessions for Bilingual Instructional Aides are designed, organized and delivered by district staff and/or trainers from the Alameda County Department of Education

ELPAC training for test administrators and teachers

Data input for our Illuminate Educational Platform for office personnel

Reclassification trainings for English Learner Liaisons and Coordinators

EL monitoring

ELAC and DELAC trainings via Principals' and EL Liaison Meetings

ELD and SDAIE Course Scheduling for Counselors (notifying counselors of where they should place EL students)

Reclassification for Fluent English Proficient (RFEP) Students and Monitoring Data input for counselors

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:

Each school site has an Intervention Specialist who collaborates with their Site Administrator to determine student needs and develop a support plan for the site. Intervention Specialists work with classroom teachers at their site to assist teachers in analyzing diagnostic data and identifying targeted language/reading support for students, assist in developing recommendations for targeted interventions assist teachers, provide demonstration lessons in differentiated instruction and use of research-based best practices. The Intervention Specialists at the elementary level will collaborate with the Reading/EL Support Specialists to assist with support services and on-site delivery of language development programs. At the secondary level additional sections have been allocated to support class size reduction for the English Learners' ELD sections for new English Learners who are assessed to be at the Emergent and Expanding levels based on their ELPAC.

Immigrant students need additional time to not only learn English, they need to experience learning through innovative access to content in ways beyond the traditional classroom structure. Providing opportunities to learn in small groups with mentor students during the summer will provide accelerated language opportunities. Providing workshops regarding educational pathways and community services for parents supports the opportunity for assimilation within the community.

High quality language instruction is ensured by a variety of monitoring activities by principals, teachers, coaches and district staff who routinely visit and observe core and ELD classrooms to verify that all ELs are being instructed in CCSS adopted curriculum, as well as the ELD materials. Supplemental materials may be purchased to support the unique needs of EL students, often Newcomers, by language level as needed to provide access to content.

The district provides accurate and timely school level assessment opportunities which are entered into an electronic assessment educational intelligence platform (Illuminate Ed) that allows data to be sorted and monitored by student groups efficiently. Analyzing student data supports teachers in their decision making and monitoring of instruction often. District administrators, along with site principals and staff, analyze the data from multiple sources, including district benchmarks, curriculum assessments and student reflection, to ensure that all applicable results can be used to improve student learning and achievement during regularly scheduled collaborative meetings. In support of our Immigrant families there is great need for students and parents to access extended day/year opportunities. Providing an opportunity for them to participate in specialized summer school/extra curricular activities, providing transportation as needed where transportation limits their participation, will provide the full academic experience with peers. In addition, their will be transportation & daycare for families to attend workshops and other educational opportunities build their understanding of our educational system and support opportunities within the community that they can access to increase their involvement.

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:

Five essential elements of this system include:

1. District Adopted Curriculum Standards-All English Learners are held to the same district adopted curriculum and performance standards in the core curricular areas as all other PUSD students.
2. Curriculum and Instruction aligned with District Standards - All English Learners participate in a program of curriculum and instruction that is aligned to the district and state standards, designed to reduce all language barriers. There are three program models for English Learners in the district:
 - a. Sheltered English Immersion (ELD and Sheltered content along with primary language support when possible and appropriate)
 - b. Mainstream (ELD and Sheltered content)
 - c. Dual Language Immersion (DLI)
3. Assessment and Reporting – This third component includes a district-wide assessment (ELPAC, CAASPP/ELA) and reporting process of student academic achievement for all students (K-5 standards based report cards, 6-12 report card), including English Learners. The use of multiple measures, the disaggregation of student achievement data, and the regular reporting of student achievement data at school sites are integral components of the district-wide assessment and reporting process.
4. District and Site Level Supplemental Support Services - These services include the following:
 - a. EL summer school classes for students who are recommended by their teachers, and Sheltered content area classes. Emphasis on ELD instruction and English Language Arts.
 - b. The use of the district community liaisons to assist families and students with health, welfare, attendance, behavioral, and parenting issues.
 - c. Registration and placement of English Learners first in the Master Schedule. English placement for all EL 6th and 9th graders is based on previous school recommendations, ELPAC, benchmarks, and other information.
 - d. Develop and formalize an individual plan of available resources for students that are not meeting district EL benchmarks through the Student Study Team (SST) process.
 - e. Identify students who are not meeting EL benchmarks by completing the at risk of retention form and documenting the intervention plan.
 - f. Provide parent education during the year to give parents strategies to assist their child with academics. English as a Second Language classes offered through Adult Education.
5. Evaluation- Classroom teachers should regularly assess students. The site administrator will evaluate the success of students reaching benchmarks. The TK-12 Structured English Immersion (SEI) model provides instruction for all subjects in English for students with less than reasonable fluency in English. The goal of the SEI program is for English Learners to develop a reasonable level of proficiency in English. Students are taught “overwhelmingly” in English and receive leveled English Language Development (ELD) instruction daily to accelerate language acquisition. Teachers utilize strategies that are specifically designed for children who are learning the English language. Access to the CCSS is accomplished through Specially Designed Academic Instruction in English (SDAIE), enabling ELs a way to gain access to grade level subject matter in Mathematics, Language Arts, Social Studies, Science and other required academic subjects.

The TK-12 English Language Mainstream (ELM) model is designed for students who are reasonably fluent in English. This model is taught in English and provides additional services when needed. All ELs receive English Language Development (ELD) that is integrated into the English Language Arts instruction until students have acquired proficiency in English. This model is best for students scoring at the Bridging level on the ELPAC. Specially Designed Academic Instruction in English (SDAIE) includes key strategies featured in this program, as it provides access to core subjects by making the content comprehensible to students.

The Dual Immersion (DI or Alternative Program) is a program model for: Spanish speaking students at all levels of English proficiency, Native English speakers, and bilingual students of other languages who are fluent in English. The goal of this program is to develop academic language proficiency in Spanish and English. The DI program is designed to teach all students the California Common Core State Standards in Spanish and English. Students receive daily leveled ELD instruction and teachers utilize SDAIE strategies. English Learners and English Only/Fluent English Proficient students are mixed within the same classroom and receive instruction in both languages. Subjects are taught with increasing levels of English each year. At the secondary level, students will maintain and continue to develop Spanish through at least one academic subject taught in Spanish (6th- 8th grade core course (i.e. history, science, social science etc.) and 9th-12th Spanish for Spanish Speakers or AP Spanish.)

Primary Language Support & Primary Language Instruction; Spanish Primary Language Support (SPLS) is provided when available, in the SEI and ELM programs. It may be provided by a bilingual teacher, trained paraprofessionals or cross-age bilingual tutors. This support is a means of increasing access to core curriculum taught in English and in assisting students to tap into their prior knowledge, transfer skills, use cognates etc. SPLS is used to motivate students, clarify, direct, support, or explain concepts. It is different than Spanish Primary Language Instruction (PLI) as SPLI consists of using primary language, direct instruction, assignments, assessments and curriculum. SPLI is used in the DI Program.

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:

We recognize and value the importance of all students becoming proficient in English. Students with a home language other than English will have access to the core curriculum through the use of appropriate teaching strategies and materials. Utilizing trained staff that value cultural diversity, English Language Learners will develop self-esteem and high expectations, encompassing feelings of pride in their languages and their cultures. All district staff is accountable for ensuring that programs for English Learners are optimally effective and are expected to follow the procedures specified in this plan. The EL Master Plan serves as an operational guide for all district personnel as we implement outstanding programs for all students. The plan describes how Pleasanton Unified School District identifies, serves and supports English Learners to ensure access to the core curriculum and acquisition of the English language. Pleasanton Unified School District is committed to closing the achievement gap for all students, including English Learners. The Instructional Support System for English Learners is part of the standards based system of instruction, assessment, monitoring, and evaluation provided for all students.

English Language Proficiency Assessment

The ELPAC must be administered within 30 calendar days of enrollment to determine English language proficiency skills and initial identification by certified test administrators. The ELPAC is a criterion-referenced test based on the ELD Standards which assesses students' English language proficiency in listening, speaking, reading and writing. The student receives an ELPAC score for each domain, Listening, Speaking, Reading and Writing as well as an overall score. .

The ELPAC is also administered annually to all English Learners who are currently enrolled during the state's annual assessment testing window. Parents are notified of ELPAC annual assessment results within 30 days of receipt of official scores from the state test contractor.

The identification process for the English Learner begins with Initial Limited identification (IL). Once official ELPAC results are returned, the student is identified either Initial Fluent English Proficient (I-FEP) or an English Learner (EL). The EL student remains identified as an EL until Reclassified Fluent English Proficient (R-FEP). Unofficial scores are used to place students pending release of the official scores.

English Learners (ELs) face the daunting task of learning the academic curriculum and a new language concurrently. They need to learn English quickly enough and fluently enough to participate in academic work, and like all children, learn grade level mathematics, reading/language arts, social studies, and science.

Choices of Instruction & Criteria for Placement

There are many factors to consider when placing English Learner students in their educational program: English language fluency (ELPAC Levels), primary language proficiency, prior program placements, years of schooling and special educational needs. Determining if a student has 'reasonable fluency' in English using the Language Acquisition Assessment (ELPAC) is the first step. The level of English fluency is key in determining placement of English Learners in either the Structured English Immersion (SEI) or in the English Language Mainstream (ELM) program. While considering the previously described information, Principals, in collaboration with parents, EL Liaison, ELD instructional staff and counselors place students in the most appropriate instructional setting to support academic and language success. Self contained classes at the elementary level provide a lot of flexibility, allowing students to successfully acquire English and access Common Core State Standards. At the secondary level, Master schedules are designed so that all ELD, Sheltered English, and Core English classes are offered during the same periods of the day. This provides flexibility so that as students progress in their language acquisition they can move into the next level of support immediately. The ELD curriculum is an accelerated program, it is not uncommon for students to move within a semester.

Movement within the ELD Program at Secondary Level

When a teacher believes that his/her EL student is showing growth and is ready to move up in Secondary ELD coursework, the teacher will provide evidence for the incoming teacher to review. Both teachers will collaboratively determine if a move is appropriate by:

1. Analyzing a recent first draft writing sample
2. Furnishing the student's score on the National Geographic Placement Test.
3. If appropriate, recent ELPAC scores might be considered as an additional measure.

Structured English Immersion (SEI)

If students score as less than reasonably fluent in English, usually considered ELPAC Expanding or Emerging, then their best opportunity for success is to be placed in the SEI classroom. This will provide accelerated English language acquisition through the use of specialized English Learner curriculum and Special Designed Academic Instruction in English (SDAIE) strategies. In order for students to master California Common Core State Standards (CCSS), it is crucial that students first have a strong foundation in the English language.

English Language Mainstream (ELM)

Students who score reasonably fluent in English are placed in the ELM classroom, usually considered a ELPAC 4/Bridging, where Special Designed Academic Instruction in English (SDAIE) strategies are used to provide access for students in obtaining mastery of the California Common Core State Standards (CCSS).

In both classrooms, certified staff will not only provide Specially Designed Academic Instruction in English (SDAIE) strategies support, but will also utilize additional research-based instructional strategies such as Guided Language Acquisition Design (GLAD), Total Physical Response (TPR), Instructional Routines, Academic Vocabulary ToolKit/3D instruction, etc.

Dual Immersion Program

The final placement option is an Dual Immersion Program. Our goal is to educate students to become bilingual and biliterate, and to enable children to meet the challenges of a global society. Students will acquire the skills to read, write, speak, listen, and think in two languages. The development of fluency and literacy in two languages requires 6+ years of continuous participation in the Dual Language Immersion Program.

In the Dual Language Immersion Program, Spanish is used as the language of instruction throughout the primary grades. English is introduced gradually into the curriculum.

Grades K—2

All subjects are taught in Spanish

Kindergarten—10% English instruction

First Grade—10% English instruction

Second Grade—20% English instruction

Third Grade—30% English Instruction

Grade 3

English language arts is formally introduced

30% English instruction

Grades 4-5

Instructional time is evenly divided between English and Spanish

The two languages are used separately during different periods of instruction

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 use the allocated funding for Title 4 to support activities and programming related to support for safe and healthy students. This includes training for staff on safety procedures and disaster preparedness. In addition, the funding will support the work of an additional Child Welfare Attendance Specialist with the purpose of addressing issues of Chronic Absenteeism, primarily, but not limited to, students who are English Learners, Socio-Economically Disadvantaged, Foster Youth and Homeless.

The specific duties of this position will include:

*Compiles information from a variety of sources (e.g. attendance patterns, referrals, legal reports, etc.) for the purpose of identifying students that are having attendance problems and/or preparing reports for presentation before the School Attendance Review Board.

- Conducts home visits for the purpose of determining the causes of poor attendance, communication of truancy findings to parents, locating truant students, and/or counseling family on issues affecting student attendance.
- Interacts with community organizations (e.g. probation, police, social services, counseling agencies.etc.) for the purpose of assisting students and/or their families with issues that are a hindrance to participation in school.
- Investigates residency issues for the purpose of supporting the District's residency policies.
- Monitors attendance patterns of referred students for the purpose of determination of appropriate follow-up action.
- Participates in district hearings for the purpose of representing the district with regard to truancy findings and recommendations.
- Participates in meetings and programs regarding methods of minimizing unauthorized student absences for the purpose of conveying and/or gathering information that assists in addressing truancy in District.
- Prepares documentation (e.g. reports) for the purpose of conveying information and/or written support.
- Provide training and in-service for students, staff and parents for the purpose of informing them of the availability of services and opportunities for At-Risk students.
- Provides information to students and parents regarding attendance policies (e.g. home visits, correspondence, school meetings, etc.) for the purpose of increasing their awareness of district and state policies/guidelines.
- Researches attendance issues for the purpose of gathering information to resolve issues and/or take appropriate action in conformance with established polices.