

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

LEA Name

Visalia Unified School District

CDS Code:

54-72256-5430269

Link to the LCAP:

(optional)

<https://www.vusd.org/domain/22>

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 district's LCAP includes federal funds as well as the state's supplemental and concentration funds. During the months of September through January the District shares information regarding the funding and expenditures of the previous years funds written into the LCAP & the development of the next year's LCAP. After reviewing the suggestions and recommendations of our stakeholders, the District then begins reviewing the information with Cabinet, Directors, Administrators, and the school board. During that time, data is reviewed and after determining what is the necessary support the District then "adds" additional services using federal funds.

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's LCAP includes Federal Title I, Title II, Title III funds as well as the state's supplemental and concentration funds.

During the months of September through January the District shares information regarding the funding and expenditures of the previous years funds written into the LCAP & the development of the next year's LCAP. The following is a list of community organizations and school committees that participate in the gathering of information:

- School Site Principals
- District Cabinet
- District Advisory Committee
- District English Learner Advisory Committee
- Forum for Advanced Scholarship and Achievement (FASA)
- Hispanic Community Advisory Committee
- Visalia Unified Teachers Association
- CSEA
- District English Learner Advisory Committee
- District Parent Teacher Associations
- Community LCAP summit
- District LCAP summit
- Students are asked how can schools better meet the needs of students both academically and socially emotionally. Students were asked how can schools better include all subgroups into the school community.

The district also meets with Tulare County Office of Education. During this meeting procedures were discussed in the area of reviewing data.

Presentation to VUSD's School Board to discuss and share the process for developing the LCAP as well as information regarding current implementation and changes of the LCAP.

Information that is shared during the meeting will be:

- District Dashboard
- regarding the amount budgeted for each activity for the current year
- Progress on activities such as the number of staff hired
- Number of students participating in summer school, winter academy
- Number of courses offered for summer school
- Number of intervention, AP, AVID, courses offered annual review

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.

Our poverty criteria is determined by students who are identified as low income based on the state guidelines through an income survey form. All schools that have more than 40% of their students identified as low income are identified as having a school wide Title 1 program.

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:

Out of the 40 school sites, two elementary schools do not receive Title I. Through the District's yearly analysis report, the district has not identified a large disparity between the title I sites and the non-title I sites. Currently the disparity is 89% of the teachers at title I sites are considered fully credentialed while 91% at the non title I sites are considered fully credentialed. Though the District's recruitment process we have made concerted effort in recruitment in preventing a disparity. To help analyze the disparity the following departments participated in reviewing the district's CalPads data:

- Human Resources
- Curriculum and Instruction
- Professional Development
- Cabinet Level Decision Makers
- State and Federal Programs
- California Basic Educational Data System (CBEDS)/California Longitudinal Pupil Achievement Data System (CALPADS)
- Assessment Special Education
- Beginning Teacher Support
- English Learner

VUSD collected data to compare non-title I sites to Title I sites for the following information:
 Ineffective/Misassigned Teachers and Low-Income Students Data
 Ineffective/Misassigned Teachers and Minority Students Data
 Inexperienced Teachers and Low-Income Students Data
 Inexperienced Teachers and Minority Students Data
 Out-of-field Teachers and Low-Income Students Data
 Out-of-field Teachers and Minority Students Data

The following questions were answered based on the data:
 Are low-income students taught at higher rates than other students by ineffective teachers? No
 Are minority students taught at higher rates than other students by ineffective teachers? No
 Are low-income students taught at higher rates than other students by inexperienced teachers? No
 Are minority students taught at higher rates than other students by inexperienced teachers? No
 Are low-income students taught at higher rates than other students by out-of-field teachers? No
 Are minority students taught at higher rates than other students by out-of-field teachers? No

To address any discrepancies in teacher experience and/or credentialing, VUSD has:

- partnered with the California Teacher Recruitment Center. In the partnership, we:
- participated in the California Virtual Teacher Fair
- examined Equity and Diversity in the Region
- partnered with CSU Fresno in the ITP Program, which utilizes two of our elementary schools for as residency schools to integrate student teaching and teacher education courses
- partnered with CSU Fresno to support their COS cohorts for integrated teacher credentialing programs – most participants will receive a bilingual authorization with their credential
- partnered with Fresno Pacific University in their student teacher residency program
- received two Classified to Teaching Grants from the CTC

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:

In addition to the school's plan for parent involvement which may include: literacy nights, college and career workshops, math nights, Linked Learning informational nights, etc. The district has created a Parent and Family Engagement Committee. The committee has developed goals for different stakeholders. The district continues to offer several parent workshops in the area social and emotional development. We have partnered with several outside agencies that provide additional informational workshops that are important to our community (Human trafficking, homelessness, etc..) The plan is for the district to work with stakeholders to complete the Self-Reflection Tool at the beginning of the year.

The districts collaborates with the District's English Learner Advisory Committee, the District's Advisory Committee to develop the parent involvement plan. Each site also developed a plan for family engagement. The site plans include: Administrator responsible for engagement, engagement strategies, and funds to support the strategies. The following groups provided input into the development of the LEA's plan to provide parent involvement services using Title I, Title II, Title III, as well as state supplemental and concentration funds:

- School Site Principals
- District Cabinet
- District Advisory Committee
- District English Learner Advisory Committee
- CSEA Union meeting
- Forum for Advanced Scholarship and Achievement (FASA)
- Hispanic Community Advisory Committee
- Visalia Unified Teachers Association
- CSEA
- District English Learner Advisory Committee
- District Parent Teacher Associations
- Hispanic Community Advisory Committee
- Community LCAP summit
- District LCAP summit
- Students were surveyed through the Hanover survey in how to better meet the needs of students both academically as well as how to better include all subgroups into the school community.

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.

All Title I schools operate as a school wide program. Programs are developed by analyzing data, working with school stakeholders, and then approval from School Site Councils.

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:

Currently, no VUSD schools operate at targeted assistance programs .

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 district has assigned a liaison to work with our homeless and foster youth students and families. Each site has assigned a case manager that works with their foster youth and homeless families as well.

In order to help staff understand laws and the rights of our homeless and foster youth the following professional development has been offered:

To secretaries, registrars, and assistant principals of student services the following topics have been discussed:

- Homeless/foster youth eligibility, services the district provides, and a list of resources.
- Homeless/foster youth rights regarding school placement and school enrollment.

To school counselors, assistant principals, district counselors:

- Homeless/foster youth eligibility, services the district provides, and a list of resources.
- Homeless/foster youth eligibility regarding credits to graduate

The LEA provides the following services to homeless and foster youth:

- a teacher assigned to support the battered women's shelter
- transportation is provided to allow students to stay at their home school
- additional academic counseling is provided when necessary
- a district employee attends placement meetings for foster youth students
- The site caseload manager as well as the district office liaison monitors attendance and grades.

In addition to these services the district also works with several agencies and non profit organizations to provide additional resources.

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:

Currently all comprehensive high schools will be offering dual enrollment class on their campus. The district has written their LCAP the following to help with college transition:

"In order to provide support for low income students to take a dual enrollment course on a high school campus, the district will provide two teachers to teach college English courses on each of the high school campuses. (3 FTE)

To better prepare high achieving students, low income, and English learner students to be College/Career Ready the district will continue to provide the following resources:

- All 6th & 8th grade students receive lessons on the following:
A-G requirements, difference between UC, CSU, community colleges, growth mindset, along with visitations to their feeder school.
- All 6th - 10th grade parents have opportunities to meet with their counselor/ district counselor and/or attend workshops to better understand the following:
A-G requirements, difference between UC, CSU, community colleges, growth mindset, along with visitations to their feeder school.

The district also provides the following services:

- Reimbursement for AP tests for one test
- Additional academic counseling at each of the high schools to help monitor students progress towards college and career ready.
- Maintain our current counselor/student ratio
- Counselors will provide additional workshops for parents to help in understanding college and career readiness.
- Monitor 9th graders to decrease middle school drop out rates
- Meet with students & parents to help students understand collage requirements, Linked Learning Academies, AP classes, and "how to prepare for high school"

For early childhood education programs a representative of the early childhood program organizes a transitional meeting between the early childhood program and the receiving elementary school. During that meeting, data is reviewed and a plan is discussed to help prepare students into kindergarten/transitional kindergarten.

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:

To help meet the needs of high achieving students, the district has begun training in small group instruction as well as provides additional resources for teachers. For Libraries the following has been written in the District's LCAP to address school library programs:

"Continue to increase reading scores and provide low income and English learners access to high interest books, the district has hired a district librarian and provides library clerks/technicians at all school sites. The implementation of a district library program will:

- The district will review schools library collection (Analyses/Maintenance/Library Genre-fication Projects)
- Provide mentoring and support to school library clerks/technicians to maintain focus on low income and EL students' access to high-interest books.
- Ensure the development of a District-wide "Library Plan," specifically addressing the needs of low income and EL students.
- The district is increased the hours of elementary librarians to 5 hours."

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:

The district does not receive Title I, Part D

Formal Agreements ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I, Part D

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I, Part D

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I, Part D

Educational Needs ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I, Part D

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I, Part D

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I, Part D

Parent and Family Involvement

ESSA SECTION 1423(8)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I, Part D

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I, Part D

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I, Part D

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I, Part D

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not receive Title I, Part D

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional Development for new teacher and tenured teachers:

- Participating Teachers will become reflective practitioners and demonstrate growth and competence in each of the California Standards of the Teaching Profession including working with English Learners and Special Populations.
- Support Providers/Mentors will meet regularly with their Participating Teachers and support the growth of the new teacher through reflective conversation and the formative assessment system
- In order to better prepare new teachers for the new year, the district provides a week of professional development before school begins
- The district actively recruits throughout the year. In order to hire highly qualified teachers mid-year under contract, the district allocates funds.

In order for all students to be college and career ready the district is providing opportunities for teachers/administrators to develop skills in meeting the needs of students academically and social/emotionally. Opportunities will be provided during and after contracted times.

- Continue staffs understanding of the role in assessments in instruction
- Professional development in specific strategies to better meet the needs of all students
- Professional development in understanding the social and emotional needs of students
- Continue the development of the staffs understanding of role of professional learning communities
- Professional Development in Guided Reading TK-2 & Education Specialists
- Academic Language
- Coordination of curriculum between preschool and TK/Kindergarten
- Continue the work on priority standards

In addition the district provides the following support for principals:

- Training in data analysis
- Coaching support
- Training in legal requirements in special education, homeless, personnel, etc..

Assistant principals are provided opportunities for professional development by monthly meetings to discuss and evaluate:

- Districts English Learner program
- Homeless/Foster youth programs
- SES services

Professional development is evaluated by walk-throughs, student data, and surveys. The information is evaluated and the professional development plan is then adjusted to meet the needs of the district.

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:

Funds for schools implementing comprehensive support and improvement activities are based on each schools individual plan. The goal is to support the schools to insure the plans were implemented and supported. After each monitoring cycle the district will review revised plans and work with schools to determine the funds needed to implement their improvement plan.

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:

During the May board meetings, each site will share their AIM statement and monitoring dates with the school board. Along with each sites administrative team, the district support team will meet to create a plan of support for the next school year. Within the plan of support will be how to allocate district resources for professional development, monitoring, and support. Each site's leadership team will review the data collected every 2-3 weeks with the district support team. During the meeting, the site will share their outcomes. Based on the outcomes, sites will make corrections to the plan to better meet the schools AIM statement. During the month of November, teams will review all student outcomes and implementation data to determine the schools progress and create a new AIM statement for the next eight weeks. During the month of January, the school leadership and district support teams will share site data results with the school board.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The professional development for teachers will focus on the implementation of designated and integrated ELD. A coach is assigned to each of the elementary schools to support the implementation. The secondary ELA teachers will be supported through training in the implementation of the ELD companion through training, coaching, and release time. Teachers will be utilizing their collaboration time to review EL students data and adjust their instruction accordingly to meet the needs of their students.

To support the teachers in the area of ELD, administrators will be meeting monthly. During their meetings the following topics will be addressed:

EL Standards

ELPAC scores, expectations, and how to change classroom instruction to better meet the needs of the students

Integrated and designated implementation

"Look for tools" that will be developed for monitoring of the EL program

Language use in the classrooms

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district provides additional programs for immigrant children through an instructional aide. The aide focuses on academic support.

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:

Currently the district provides a new comers class as well as professional Learning usingg Title III. The funds are used to address language development. During the school year, the district provides additional support in the new comers class through additional counseling and instructional aide support. During the summer school program, all English Learners that attend our high impact sites were invited to attend. This program focused on academic language.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District office provides support to sites through staff development for teachers and administrators. The district office also monitors EL data using the district's benchmarks and other local measures. Through using the data, sites then meet with directors and area superintendents to develop a plan to address EL instruction and English acquisition. The plans include interventions, professional development, and parent engagement.

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 met with stakeholders for suggestions in how to better support the districts VAPA and the goal of providing a well rounded education. The following activities were implemented:

- Additional funds to support Visual and Performing Arts programs in the elementary and secondary programs.
- Provide opportunities for World Languages to be offered at each of the middle schools
- Provide STEAM enrichment activities opportunities for low income, foster youth, and English Learners after school
- Provide the College and Career Technician to work with every 5th and 6th grade student in developing their understanding of Colleges and Career opportunities.