

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

LEA Name

Evergreen Elementary School District

CDS Code:

43-69435-0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

(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.

Federal funds support and enhance the the actions and service within Evergreen School District's Local Control and Accountability Plan. Most importantly, these funds provide additional support directly to school sites, enhance our connections with our community and parents and support professional learning for staff.

Family Engagement is one of the priorities in our district. We have seen first hand the positive impact of family engagement on student success and school improvement. We encourage all parents to take an active role in their children's education. The district follows the District Parent Involvement Policy which calls out the importance of parents participating in the planning, designing and implementing of the parent involvement program. Strategies are jointly developed and establish expectations for parent involvement and the activities are explicitly described. Each Title 1 school is provided with a specified amount of funds to support their school wide Parent Engagement Plan based on their needs. All the Title 1 families have many options at their sites or provided by the district. High quality opportunities offered at school sites include, but are not limited to, the following:

- Title 1 Information Meetings: Parents learn about what a Title 1 Program (School wide or targeted) is comprised of and the criteria for considering a school Title 1.
- Assessment Night: Provides information to parents on English Language Proficiency Assessments for California (ELPAC), California Assessments of Student Performance and Progress (CAASPP), A Developmental English Proficiency Test (ADEPT), Accelerated Reader (AR) Star and other assessments that might impact student learning. Parents need to understand what these tests are assessing and what it means for students to be in a specified level of proficiency. Some teachers also share assessments that are provided in the class as formative assessments.
- Math Night: This evening provides a wealth of information for parents to understand the Common Core Math standards and see how they might be able to assist their child if needed. Teachers share the curriculum for the specified grade level also any additional resources that may be helpful.
- Literacy Night: Literacy is addressed in every content area because students need to comprehend and have a strategic skill set to perform at a proficient level. Parents become aware of a Balanced Literacy Program that takes students from whatever level that they might be performing and parents are shown what curriculum is being utilized in their child's class. A big question that is answered is, "How will my child be able to interact and access the core curriculum?"
- Technology Night: This is a very popular time with parents because parents have many questions about how technology utilized in the classroom and how does it helps students learn. Many sessions are hands on and parents and parents interact and experience some of the technology as the students.
- Science Night: The Next Generation Science Standards (NGSS) provide an important opportunity to improve not only science education but also student achievement. Parents become aware of the new vision for American science education and at times are able to see the products that exemplify what students have learned throughout the year .
- ELD Night: It is important that our parents understand how and why their children are classified as English learners and then reclassified. Our ELD Night is another opportunity for our parents to hear about the assessments that English learners are administered and the resources that are available for students.
- Health & Wellness Night: As a parent it is imperative to cultivate a culture of wellness in the family. Maintaining an optimal level of wellness is absolutely crucial to living a higher of quality life. We ensure that parents have resources and a venue where they can ask questions build a wellness culture for their family.

Parent University is a series of district-offered parent workshops designed to address interests and issues concerning parents with children of all ages, backgrounds and educational status. The philosophy of the Parent University is that parenting is an ongoing and life-long process. These classes are in addition to what our school sites offer. The purpose is to offer opportunities for parents to learn about specific topics from professionals with expertise in the focus area. The workshops provide a venue for parents to meet other parents with similar interests and to share challenges and successes with others in a positive environment. Many of the classes are structured for the parent and child. We believe that when parents are learning shoulder to shoulder with their child that it can be very powerful as well as beneficial Since launching Parent University more than a decade ago, our strategy has been clear and direct. We train the families to enhance their learning curve enabling them to be more motivated to referee their scholastic life.

Professional Development: Professional Development provides a structure for teachers and administrators enabling them to gain knowledge around how they can best service their students who are not proficient in various subject areas. Professional development transforms teachers into better and more apt educators by enabling them to create relevant and tailored course instructions for their students. The PLCs (Professional Learning Communities) are a springboard for professional learning that will enhance the work provided by Title 1 funds. The PLC gives focus and direction for other professional learning. Our Title 1 School Leadership Teams use data to plan and fund professional development opportunities. For example, our Title 1 principals will all be attending a training with Shane Safir the author of The Listening Leader.

Site resources: Intervention is an integral part of the Title 1 program. Based on assessments that are administered (CAASPP, ELPAC, AR STAR and other local and/or site assessments) students will be placed into interventions that meet their needs. The interventions could be small group instruction with a teacher after school, web-based program, outside contracted agency which provide highly engaging activities, school day embedded group work, and school initiated programs that incorporate personalized learning and enrichment classes.

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.

All programs work together to support students academically and ensure that they leave Evergreen School District thriving. As such, federal funds are utilized to enhance the specific needs of students attending our Title 1 schools. These funds supplement dollars allocated to the school site to enhance opportunity and provide additional access.

Family Engagement: We highly depend on our parent cohorts to establish guidelines and give feedback as to what activities will be provided over and beyond the base programs. Parents review the District Policy so that they are very familiar with the content enabling parents to speak confidently on the needs of the sites and the district. The LEA has looked at programs across the Title 1 schools and tried to determine those that have been successful and then possibly replicate those programs at other locations.

Site autonomy: Our administrators are able to make very informed decisions about that work that must happen at their sites. Their decisions are based on the collaborative efforts that we have discussed in terms of what is best for students and meeting the needs of their sites. The leadership teams (teachers and parents) can also give input enabling the most proficient and impactful decisions to be made at the sites.

Professional Development: Evergreen is very intentional about the professional learning opportunities that are provided for teachers, administrators, as well as classified. In order for all of our students to be successful, all stakeholders need to be aware of standards, all content areas and any strategies for enabling our students to be 21st Century skilled, college and career ready. Our profile of a learner is the model for success for our students and the PD is aligned with the outcomes and elements in this document. The summer professional development allows for teams to collaborate together for consecutive days and do some impactful work for their schools before the rush of the students. Preparing successfully for the students and community is a way to implement guaranteed and viable curriculum.

Intervention: Our students have opportunities in the summer to enhance their Language Arts and Math skills. Selected students participate in the Elevate Math Program at the Middle School, we bus students to San Jose City College for the intense Jose Valdes Math Program, Sobrato Early Academic Language (SEAL) is available for K-3 English learners allowing them to practice speaking, reading and writing to enhance language development. Some schools also have their own summer sessions based on their needs.

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.
Schools with 40% free and reduced student populations will be in the rank order to receive funding.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district Human Resources department will ensure that low-income and minority students are not disproportionately being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers.

Based upon 2016-17 staff experience data, the most current data available on DataQuest, teachers are not disproportionately assigned based on experience. See table below.

Based upon 2016-17 staff evaluations measuring teacher effectiveness, no disproportionality exists.

Based upon 2017-18 credential audits, there were no teachers teaching out of field.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District will use the State academic assessments and other indicators described to review annually the progress of each Title 1 school served to determine whether the school is making adequate yearly progress as defined in the section.

Parents will continue to have equitable educational access to all programs. The district will continue to review the implementation rubric from the Family Engagement Framework to enhance programs at sites for empowering and mobilizing parents to reach the highest level of parent engagement that will result in improved student achievement. The Family Engagement Framework provides guidance for pursuing an integrated strategy to support the exchange of information, purposeful interaction, and meaningful participation among schools, families to support student learning and achievement. Site administrators will examine their parent participation practices in efforts to move towards progressive and innovative practices.

The district will continue to promote Parent University. Many of the classes are opportunities for the parent to learn with their child. Highly qualified administrators and district teachers will be hired as instructors and if needed will be sent to professional development to prepare themselves for the classes. Parents will be given resources to support them in their learning. The District will continue to monitor and document parent participation. These rates are reported yearly in the District LCAP. Resources including food and childcare may be provided for the participants to facilitate parent attendance. Some of the classes are as follows:

- 21st Century Family Learning Program: The Whole Child, The Whole Family
- Building Global Competency and Literacy Through Collaboration, Stories and Projects
- 21st Century Global Exchange
- Robotics
- Habits of Mind
- Health and Wellness
- Common Core Math
- Resiliency: Social and Emotional Learning
- Becoming A Proficient Reader and Writer

Provide opportunities for parents to engage in culturally responsive and globally competent experiences. Parent will be working with district, outside consultants and teachers to participate in the My Name, My Identity campaign which is designed to build an inclusive and respectful cultural in our community. They will create oral stories, projects and books to share their history and life experiences through Family Authorship.

To build global competency, parents and students will participate in the 21st Century Global Exchange class. These classes are a collaboration between the districts and student ambassadors from Beijing, China.

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:

At the targeted Title 1 school, students who are non proficient on the CAASPP will be identified for interventions and/or additional resources. Teachers will also be able to make recommendations.

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:

Our students who are homeless are immediately contacted by a District Social Worker. The District Social Worker then offers an array of services and resources that include, but are not limited to:

- bus passes
- school supplies
- counseling
- after school programs
- referral to community resources and services
- Inclusion in all district wide Parent Education programs and events

Site teachers and administrators monitor and support the students as needed throughout the year.

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:

For all incoming Kindergarten students a summer transition programs are provided at each Title 1 School for selected students. There are also opportunities for students to participate in the Sobrato Early Academic Learning (SEAL) Program that SEAL is a research-based TK-3rd grade program designed to develop the language and literacy skills to close the achievement gap between language learners and their native-English speaking peers by 4th grade. SEAL continues to have a measurable impact on students' academic growth and achievement.

District staff facilitate data articulation between elementary and middle schools. Middle schools provide community and site outreach regarding the student transition to middle school. Middle school visitations and tours take place annually.

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:

We support our teaches with differentiated instruction. All classrooms have students who may be gifted and talented. Teachers are trained to meet the needs of all of their students within their classrooms and are provided resources that assist with scaffolding instruction.

Evergreen School District employs a .5FTE credentialed librarian to ensure that students have access to high quality instructional resources as well as school libraries. The District librarian works with 13.6 FTE Media Assistants to check out books to Evergreen students on a weekly basis. Access to high quality resources enhances the opportunity for students to excel academically. All students receive instruction in digital literacy and digital citizenship during though our "Cyber Awareness" materials.

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:

The District has identified the following areas for professional development:

- Culturally Responsive Learning/Equity work. Each school will have teacher teams with at least 2 members and the principal. There will be one forum and 3 follow-up PLCs to focus on the needs of ELs and identify culturally responsive strategies to strengthen English proficiency and academic achievement.
- English Learner Master Plan: The district will also review the English Learner Road Map which strengthens programs, and practices for English Learners and guides all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners.

This year, we will collaboratively work with our 5-8th grade students and teachers to implement a student led conference that will provide empowering opportunities for our students to use their voices and learn more about a particular content and/or topic. Teachers are learning through a unique venue as they will be collaborating with students. This structure sustains the PD that we have done with Dr. Chris Emdin around the concept of reality pedagogy and the idea of "cogens". Cogens welcome self-expression and value the voice of the student. Teachers will engage in dialogues with their students which will validate students for who they are.

History Social Science(HSS) and Next Generation Science Standard (NGSS) is another area in which we want to further study the alignment with the ELD Standards as well as the shifts that have occurred within the new frameworks. This is another critical content for EL students because it does have an abundance of academic language and the content is very rigorous.

We will provide additional professional learning opportunities for teachers, administrators, instructional and assistants to attend the English Learner Summer Institute which will focus on deepening support for ELs through integrated and designated ELD instruction. Designed ELD will focus on developing ELs' academic English. We will provide book study opportunities for teachers and administrators to focus on EL research and research-based practices. Continue to Support teachers and administrators to attend National Association of Bilingual Education or California Association of Bilingual Education. They will be the champions at the district and school site levels to share ongoing EL best-practices and strategies for developing English proficiency during PLCs.

Title II federal funds contribute to Evergreen School District's comprehensive core structure for ongoing professional learning which include the following:

Professional Learning Communities: The idea of improving schools by developing Professional Learning Communities(PLC) is very current. A professional learning community is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. Professional learning communities tend serve to two broad purposes: (1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching. Professional learning communities often function as a form of action research—i.e., as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. We ask ourselves: What school characteristics and practices have been most successful in helping all students achieve at high levels? How could we replicate these practices? What indicators could we monitor to assess our progress? When the staff has built shared knowledge and found common ground on these questions, the school has a solid foundation for moving forward with its improvement initiative. This work is done regularly throughout the year at each of our school sites.

Instructional Rounds: Instructional rounds is an intentional network approach to improve teaching and learning. Our district utilizes Richard Elmore's pedagogy to understand the Instructional Core. The purpose of instructional rounds is to gather data about the school or district as a system and to allow a network of educators to use that data for professional learning and school/district improvement. The rounds process involves school leaders carefully defining a specific problem of practice. To define a problem of practice, the principal may involve students and teachers, base the problem on observations, use a survey, and consider student data. This walkthrough supports improvement strategies implemented into this one practice. This is job embedded professional learning opportunities for all stakeholders, "We learn to do the work by doing the work (Elmore)."

Induction programs have a positive impact on teacher retention and student outcomes. Programs with more supports and greater mentee/mentor contact are strongly correlated with retention and student outcomes while programs that only provide basic supports have little or no impact on retention and student outcomes. In Evergreen, a Teacher Support Program Advisory Committee comprised of teachers and administrators review the standards of the Evergreen Induction Program and provide feedback on the Induction Program, participate in program evaluation, advise coordinator on program

quality and effectiveness, and meet tri-annually. Mentoring plays a key role in effective induction. Teachers in the program are provided with a mentor who assists in developing and implementing an Individual Learning Plan (ILP). Teachers in the program are guided by their mentor to review assessments, reflect, master CSTPs, and to experience a very empowering and rewarding induction experience.

Instruction Meetings: Every month the administrative team convenes to collaborate around the work of site administrators to guide them at the sites and help them improve learning for their students. We will continue to provide support in needed areas, set the vision for teaching and learning via our Profile of a Learner and analyze assessment through an equitable lens.

Coaching Program: In 2017-18 our District will support 7 site instructional coaches. District coaches support staff with necessary information to shift instruction and increase student achievement. Coaches lead professional learning and assist in planning, reflection and application. Additionally we have a District transitional kindergarten coach focused on TK pedagogy and philosophy and ensures that teachers are immersed in research-based cutting edge instruction that begins the path for our T-K students to become College and Career bound.

In addition to the above, the District supports teachers in attending conferences and seminars as appropriate and as needed. Conferences in 2017-18 included but were not limited to CBE, EdLeader 21, State NGSS Statewide Rollouts and Multi Tiered Systems of Support. Additionally, staff are provided opportunities to participate in after-school, paid professional development that in 2017-18 included Physical Education, Technology, English Language Learner Support, and NGSS to name a few.

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:

Title II funds provide programmatic support for the facilitation of the District's professional development program. Because of the nature of our District demographics, most professional development applies to all teachers at all sites. However, Title 1 schools are supported specifically through supplemental LCAP funds.

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:

At the heart of our work, is assessment which drives instruction. Our comprehensive assessment system will determine how our students are identified if they are at risk of failure. The California Assessment of Student Performance and Progress (CAASPP) and other norm referenced indicators of academic literacy are an academic check-up designed to give teachers feedback they need to improve teaching and learning. Additionally, all schools administer the Accelerated Reader (AR STAR) and results are submitted to the Strategic Collaborative Cohort (SCC a district leadership team) for analysis and to determine if any shifts in student participation or in the intervention itself. There are site assessments as well as student work review which gives a more authentic indication of students' ability. Teachers also engage in continuous cycles of inquiry to determine next steps in classroom instruction.

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:

Title II federal funds contribute to Evergreen School District's comprehensive core structure for ongoing professional learning which include the following:

Professional Learning Communities: The idea of improving schools by developing Professional Learning Communities(PLC) is very current. A professional learning community is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. Professional learning communities tend serve to two broad purposes: (1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching. Professional learning communities often function as a form of action research—i.e., as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. We ask ourselves: What school characteristics and practices have been most successful in helping all students achieve at high levels? How could we replicate these practices? What indicators could we monitor to assess our progress? When the staff has built shared knowledge and found common ground on these questions, the school has a solid foundation for moving forward with its improvement initiative. This work is done regularly throughout the year at each of our school sites.

Instructional Rounds: Instructional rounds is an intentional network approach to improve teaching and learning. Our district utilizes Richard Elmore's pedagogy to understand the Instructional Core. The purpose of instructional rounds is to gather data about the school or district as a system and to allow a network of educators to use that data for professional learning and school/district improvement. The rounds process involves school leaders carefully defining a specific problem of practice. To define a problem of practice, the principal may involve students and teachers, base the problem on observations, use a survey, and consider student data. This walkthrough supports improvement strategies implemented into this one practice. This is job embedded professional learning opportunities for all stakeholders, "We learn to do the work by doing the work (Elmore)."

Induction programs have a positive impact on teacher retention and student outcomes. Programs with more supports and greater mentee/mentor contact are strongly correlated with retention and student outcomes while programs that only provide basic supports have little or no impact on retention and student outcomes. In Evergreen, a Teacher Support Program Advisory Committee comprised of teachers and administrators review the standards of the Evergreen Induction Program and provide feedback on the Induction Program, participate in program evaluation, advise coordinator on program quality and effectiveness, and meet tri-annually. Mentoring plays a key role in effective induction. Teachers in the program are provided with a mentor who assists in developing and implementing an Individual Learning Plan (ILP). Teachers in the program are guided by their mentor to review assessments, reflect, master CSTPs, and to experience a very empowering and rewarding induction experience.

Instruction Meetings: Every month the administrative team convenes to collaborate around the work of site administrators to guide them at the sites and help them improve learning for their students. We will continue to provide support in needed areas, set the vision for teaching and learning via our Profile of a Learner and analyze assessment through an equitable lens.

Coaching Program: In 2017-18 our District will support 7 site instructional coaches. District coaches support staff with necessary information to shift instruction and increase student achievement. Coaches lead professional learning and assist in planning, reflection and application. Additionally we have a District transitional kindergarten coach focused on TK pedagogy and philosophy and ensures that teachers are immersed in research-based cutting edge instruction that begins the path for our T-K students to become College and Career bound.

In addition to the above, the District supports teachers in attending conferences and seminars as appropriate and as needed. Conferences in 2017-18 included but were not limited CAFE, EdLeader 21, State NGSS Statewide Rollouts and Multi Tiered Systems of Support. Additionally, staff are provided opportunities to participate in after-school, paid professional development that in 2017-18 included Physical Education, Technology, English Language Learner Support, and NGSS to name a few.

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:

Our District works strategically with the regional model of the Santa Clara County Office of Education to provide a high quality program for the students. The students are immersed in the District's core program because they must receive Common core and ELD standards along with the general population. Any other services that they might need are provided through the county. The District provides parent involvement opportunities and student intervention services. All of the students may participate in any of the programs that are offered in the District.

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:

The LEA will review pertinent data throughout the year at the district level and consistently with the Strategic Collaborative Cohort. This cohort will monitor implementation of LEAPlan, EL programs and high priority schools as well as make program recommendations. The district will provide professional development on strategic and intensive interventions in ELA and, and other subjects after evaluating identified through student performance data. School sites will monitor student transitions in and out of interventions based on ongoing review of student achievement results.

Teachers have been provided with district-wide Language Arts materials/resources that support Designated and Integrated ELD Instruction. Teachers utilize these resources in their classrooms to ensure that English learners are receiving skills to access rigorous content and also further develop their language acquisition skills.

The Long Term English Learners (LTELs) will continue to be identified and targeted interventions will be provided for the students. The District will continue to meet the needs of students by providing an opportunity for intentional work focusing on Culturally Responsive Pedagogy and Instruction. Building capacity of teachers to impact student achievement with strategies that will be provided with new ELA/ELD instructional materials will ensure implementation of Designated and Integrated ELD. This will foster a learning environment exemplifying academic language development, and a close alignment to English learner standards and strategies. District and site leaders will monitor instructional practices by continuing the Danielson Framework For Teaching visits at all sites three times a year.

Sobrato Early Academic Language(SEAL) program has been implemented at four schools (Dove Hill, Holly Oak, Cadwallader and Montgomery) and the District will continue to support this implementation. The SEAL model includes six related components of a comprehensive approach to enriched language and literacy development back by research that this structure will disrupt the Long Term English Learner Cycle. As a TK through third-grade model, the goal is to provide age-appropriate literacy skills in English, mastery of the academic curriculum, and high levels of motivation and confidence as learners. SEAL seeks to develop students who love reading and writing, are proficient in two languages, and are curious and active learners—off to a powerful early start toward academic success. We look forward to expanding this comprehensive and age-appropriate model of enriched language and literacy education designed for English learners in a TK through grade 5 model at Holly Oak in the 2018-19 school year.

To encourage and support the study of languages students will be able to participate in the pathway awards program. This program allows students to volunteer in their community, practice their first language, read grade appropriate texts and also write about them in their primary language and in English.

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:

Looking at state assessments and local data will determine the direction for ensuring that all EL students are achieving language proficiency moving towards academic excellence. District adopted ELA materials enable teachers to teach Designated and Integrated ELD. Students need a comprehensive structure to learn ELA and ELD standards. Teachers who need extra support for implementation will be provided with professional learning opportunities. All sites will be able to provide intervention for students who have been targeted. Sobrato Early Academic Language (SEAL) program has been implemented at four schools (Dove Hill, Holly Oak, Cadwallader and Montgomery/Title 1 Schools) and the district will continue to support this implementation.

We will continue to improve instructional program for English learners by identifying, acquiring cutting edge curricula, instructional materials, educational software, and assessment procedures will be an integral part of this process. Developing and implementing effective preschool, elementary school, or secondary school language instruction educational programs that are coordinated with other relevant programs and services.

Providing effective professional development is an essential element to enhance student achievement for ELs. Research tells us by improving the instruction and assessment of ELs, enhancing the ability of teachers, principals and other school leaders of the understanding and implementation of curriculum, assessment practices and instructional strategies for ELs, we will promote student achievement. Increasing the teacher's subject matter knowledge and skills, increases the possibilities and achievement for ELs. This intentional and comprehensive work with teachers will have a positive and lasting impact on the teachers' performance in the classroom.

Providing community participation programs, family literacy services, and parent and family outreach to English learners and their families will be sustained this year. Each site administrator will identify 20-25 English learners (based on data) who will participate in the 21st Century Family Learning Program: The Whole Child, Whole Family where parents along with their child will set their goals and develop a differentiated plan of success. Additionally these families will have access to classes that will support their differentiated learning plan.

We will dive deeply into the English Learner Master Plan. The district will also review the English Learner Road Map which strengthens programs, and practices for English Learners and guides all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, twenty-first century education for all English learners. Family Engagement Policy will also provide more support and information to expand our thinking around enabling our Es to become more proficient.

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:

N/A