

# Local Control and Accountability Plan (LCAP) Federal Addendum

## Every Student Succeeds Act (ESSA)

### School year

2024 2025

### Date of Board Approval:

[Enter date.]

### LEA name:

Colton Joint Unified School District

### CDS code:

[Enter CDS code.]

### Link to the LCAP:

(optional)

[Provide a link.]

### For which ESSA programs will your LEA apply?

Choose from:

#### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

#### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

#### TITLE II, PART A

Supporting Effective Instruction

#### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

#### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title 1, Part A, Title II, Part A, Title III, Part A, Title IV, Part A

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

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all**

**resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

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.

Parents and Staff meet throughout the year at the district and site level to review data (achievement, attendance, discipline, school climate) and survey results to jointly determine District and Site needs. Federal funds are utilized to supplement and enhance local priorities and initiatives funded with state funds with District Title I set-aside funds for comprehensive professional development, Parent and Family Engagement, as well as Social and Emotional support from our Social Worker. Funding also provides supplemental materials, supplies and technology for Title I Schools to provide multiple access points to curriculum and opportunities for success for all students as noted in the School Plan for Student Achievement at each Title I school.

## 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.

CJUSD regularly monitors student achievement data, school systems and classroom instruction to support and evaluate the effectiveness of our programs. Federal funds are aligned with the Local Control Accountability Plan (LCAP) and School Plans for Student Achievement to supplement curriculum activities designed with stakeholder involvement to improve student achievement.

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

### Overuse in Discipline Practices that Remove Students from the Classroom

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

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

### Career Technical and Work-based Opportunities

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

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

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

## TITLE I, PART A

### Poverty Criteria

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

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

# ESSA Provisions Not Addressed in the LCAP

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

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

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to address the following at comparable sites specifically:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, create a plan including root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

### Example of Data Sheet

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Minority Enrollment	% of Minority Students	Total Teachers	Number of Ineffective Teachers	% Ineffective Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers	Number of Inexperienced Teacher	% of Inexperienced Teacher
[School Site 1]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 2]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]
[School Site 3]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]	[Enter data]

## THIS ESSA PROVISION IS ADDRESSED BELOW:

Elementary School						
Local Control and Accountability Plan (LCAP) Federal Addendum: Title I, Part A - Educator Equity						
Federal Program Monitoring, Supporting Effective Instruction - Title II - Instrument: SEI 04						
California Department of Education (CDE) - January 2023						
School Site	Total Enrollment	% Low-Income Students	% of Minority Students	% Ineffective Teachers	% Out-of-Field Teachers	% of Inexperienced Teacher
ALICE BIRNEY ELEMENTARY	660	90%	98%	0%	0%	13.33%
ABRAHAM LINCOLN ELEMENTARY	613	87%	98%	0%	0%	7.41%
COOLEY RANCH ELEMENTARY	505	70%	96%	0%	0%	4.55%
CRESTMORE ELEMENTARY	611	89%	99%	0%	0%	0.00%
MICHAEL D'ARCY ELEMENTARY	368	77%	97%	0%	0%	5.26%
PAUL J. ROGERS ELEMENTARY	653	90%	99%	0%	0%	13.33%
GRAND TERRACE ELEMENTARY	681	74%	93%	0%	3%	6.25%
GERALD SMITH ELEMENTARY	569	83%	99%	4%	0%	14.29%
SYCAMORE HILLS ELEMENTARY	580	80%	96%	0%	0%	0.00%
RUTH GRIMES ELEMENTARY	600	82%	98%	0%	0%	10.00%
TERRACE VIEW ELEMENTARY	659	58%	83%	0%	0%	6.90%
JURUPA VISTA ELEMENTARY	387	77%	96%	0%	0%	10.53%
WOODROW WILSON ELEMENTARY	471	84%	97%	0%	0%	9.09%
MARY B. LEWIS ELEMENTARY	575	91%	96%	0%	0%	11.54%
WALT ZIMMERMAN ELEMENTARY	526	90%	99%	4%	0%	7.69%
<b>LEA Total</b>	<b>8,458</b>	<b>82%</b>	<b>96%</b>	<b>1%</b>	<b>0%</b>	<b>8%</b>

**Describe the educator equity data trends in your district for this grade level span for both and low-income students and minority students.**

1. Low-Income and Minority Representation:
  - a. The majority of the student population across the district consists of low-income (82%) and minority (96%) students.
2. Effectiveness of Teachers:
  - a. The district generally maintains a high standard of teacher effectiveness, with only a small percentage of ineffective teachers (1%) and very few instances of out-of-field teaching (0%).
3. Experience of Teachers:
  - a. There is a notable percentage of inexperienced teachers across the district, averaging 8%. Some schools, like Gerald Smith Elementary, have higher percentages of inexperienced teachers (14.29%), while others, like Crestmore Elementary and Sycamore Hills Elementary, have none.
4. Variability Between Schools:
  - a. There is some variability in the percentage of inexperienced teachers between schools, suggesting differences in staff turnover or hiring practices.

Overall, the data indicates that while the district has a high percentage of low-income and minority students, it maintains a relatively low percentage of ineffective and out-of-field teachers. However, the percentage of inexperienced teachers is an area that shows variability and could be a focus for professional development and support.

**What is the distribution of ineffective, out-of-field, and inexperienced teachers working with low-income students and minority students?**

## Ineffective Teachers

- Most schools report 0% ineffective teachers, indicating that ineffective teachers are generally not prevalent.
- **Gerald Smith Elementary** and **Walt Zimmerman Elementary** each have 4% ineffective teachers. Upon closer inspection at the numbers of teachers this included, there was one teacher at each of those sites. The Smith teacher was a regular credentialed teacher and the Zimmerman teacher was an SDC teacher.

## Out-of-Field Teachers

- Only **Grand Terrace Elementary** reports 3% out-of-field teachers.
- All other schools have 0% out-of-field teachers.

## Inexperienced Teachers

- The percentage of inexperienced teachers varies significantly across schools:
  - **Highest:** Gerald Smith Elementary (14.29%), Alice Birney Elementary and Paul J. Rogers Elementary (13.33%)
  - **Lowest:** Crestmore Elementary and Sycamore Hills Elementary (0%)
- The district average is 8%.

## Analysis for Low-Income and Minority Students

- **Low-Income Students:** 82% district-wide average
  - Schools with the highest percentages of low-income students include Mary B. Lewis Elementary (91%), Alice Birney Elementary (90%), and Paul J. Rogers Elementary (90%). Alice Birney and Paul Rogers also have high rates of percentage of inexperienced teachers.
  - Schools with the lowest percentage of low-income students include Terrace View Elementary (58%) and Cooley Ranch Elementary (70%). Both schools have less than the average percentage of inexperienced teachers.
- **Minority Students:** 96% district-wide average
  - Schools with the highest percentages of minority students include Gerald Smith Elementary, Crestmore Elementary, Paul J. Rogers Elementary, and Walt Zimmerman Elementary (all 99%). Of those schools, Smith and Rogers have above district average percentage of inexperienced teachers, while Zimmerman has above district average of percentage of ineffective teachers.
  - Schools with the lowest percentage of minority students include Terrace View Elementary (83%) and Grand Terrace Elementary (93%). Grand Terrace Elementary has an above district average of percentage of out-of-field teachers.

## Summary

- **Ineffective Teachers:** The presence of ineffective teachers is minimal (1% district-wide), with only two schools reporting any ineffective teachers.
- **Out-of-Field Teachers:** Out-of-field teaching is rare, only observed in one school (Grand Terrace Elementary with 3%).

- **Inexperienced Teachers:** There is a notable range in the percentage of inexperienced teachers, with some schools having significantly higher percentages than others.

The data indicates that while low-income and minority students are widely distributed across the district, the quality of teaching staff remains relatively high, with few ineffective or out-of-field teachers. However, the variability in the percentage of inexperienced teachers could be an area for improvement.

### What conditions and policies may have contributed to your educator equity data?

The number of inexperienced teachers for the 23-24 year is attributed to typical teacher turnover, and during a time of teacher shortages the chance of hiring an experienced teacher is slim. However, CJUSD noticed during hiring for the 24-25 school year, many teachers hired held over two years of experience due to layoffs from surrounding districts.

<b>Middle School</b>						
Local Control and Accountability Plan Addendum: Title I, Part A - Educator Equity						
Federal Program Monitoring, Support Instruction - Title II - Instrument: SEI 04						
California Department of Education (CDE) 2023						
2. Review data and identify if there are disparities exist, the local educational agency must create an Educator Equity Gap Plan.						
See the Promoting Equitable Access (PEA) resources on CDE website: <a href="https://www.cde.ca.gov/pe/ea/">https://www.cde.ca.gov/pe/ea/</a>						
School Site	Low-Income Enrollment	% Low-Income Students	% of Minority Students	% Ineffective Teachers	% Out-of-Field Teachers	% of Inexperienced Teacher
JOE BACA MIDDLE SCHOOL	659	88%	97%	0%	0%	8.57%
RUTH O. HARRIS MIDDLE SCHOOL	487	82%	98%	0%	0%	19.35%
COLTON MIDDLE SCHOOL	754	89%	98%	0%	0%	7.89%
TERRACE HILLS MIDDLE SCHOOL	619	73%	90%	3%	0%	5.41%
<b>LEA Total</b>	<b>2,519</b>	<b>83%</b>	<b>96%</b>	<b>1%</b>	<b>0%</b>	<b>9.93%</b>

Describe the educator equity data trends in your district for this grade level span for both and low-income students and minority students.

### Educator Equity Data

- **Percentage of Ineffective Teachers:**
  - Most schools report 0% ineffective teachers.
  - **Terrace Hills Middle School** reports 3% ineffective teachers.
  - The district average is 1%.
- **Percentage of Out-of-Field Teachers:**
  - All schools report 0% out-of-field teachers.
  - The district average is 0%.
- **Percentage of Inexperienced Teachers:**
  - The percentage of inexperienced teachers varies across schools, with the highest at **Ruth O. Harris Middle School** (19.35%) and the lowest at **Terrace Hills Middle School** (5.41%). ROHMS also has the highest percentage of minority students
  - The district average is 9.93%.

### Trends

### 1. **Low-Income and Minority Representation:**

- The majority of the student population across the district consists of low-income (83%) and minority (96%) students. Colton Middle School has the highest percentage of both low income and minority students and has a percentage of inexperienced teachers below the LEA average.

### 2. **Effectiveness of Teachers:**

- The district generally maintains a high standard of teacher effectiveness, with only 1% ineffective teachers and no out-of-field teaching reported, except at Terrace Hills Middle School. THMS also has the lowest percentage of low income and minority students.

### 3. **Experience of Teachers:**

- There is a significant range in the percentage of inexperienced teachers, with some schools having higher percentages than others. Ruth O. Harris Middle School has the highest percentage of inexperienced teachers at 19.35%.

## Summary

- **Ineffective Teachers:** The presence of ineffective teachers is minimal (1% district-wide), with only Terrace Hills Middle School reporting any ineffective teachers.
- **Out-of-Field Teachers:** There are no out-of-field teachers reported across the district.
- **Inexperienced Teachers:** There is a noticeable range in the percentage of inexperienced teachers, with some schools like Ruth O. Harris Middle School having a higher percentage of inexperienced teachers (19.35%) compared to others like Terrace Hills Middle School (5.41%).

The data indicates that while low-income and minority students are widely represented across the district, the quality of teaching staff remains relatively high, with few ineffective or out-of-field teachers. However, the variability in the percentage of inexperienced teachers could be an area for improvement.

## What is the distribution of ineffective, out-of-field, and inexperienced teachers working with low-income students and minority students?

### Analysis for Low-Income and Minority Students

- **Low-Income Students:** 83% district-wide average.
  - The highest percentage of low-income students is at Colton Middle School (89%).
  - The lowest percentage of low-income students is at Terrace Hills Middle School (73%).
  - Both schools have below-district average percentage of inexperienced teachers.
- **Minority Students:** 96% district-wide average.
  - The highest percentage of minority students is shared by Ruth O. Harris Middle School and Colton Middle School (98%). ROHMS also has a higher percentage of inexperienced teachers, while CMS is below the district average.
  - The lowest percentage of minority students is at Terrace Hills Middle School (90%) yet they have the highest percentage of ineffective teachers.

## What conditions and policies may have contributed to your educator equity data?

The number of inexperienced teachers for the 23-24 year is attributed to typical teacher turnover, and during a time of teacher shortages the chance of hiring an experienced teacher is slim. However, CJUSD noticed during hiring for the 24-25 school year, many teachers hired held over two years of experience due to layoffs from surrounding districts.

<b>High School</b>							
Local Control and Accountability Plan (LCAP) Federal Addendum: Title I, Part A - Educator Equity							
Federal Program Monitoring, Supporting Effective Instruction - Title II - Instrument: SEI 04							
California Department of Education (CDE) - January 2023							
2. Review data and identify if there are disparities. If disparities exist, the local educational agency must create an Educator Equity Gap Plan.							
See the Promoting Equitable Access to Teachers (PEAT) resources on CDE website: <a href="https://w">https://w</a>							
School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	% of Minority Students	% Ineffective Teachers	% Out-of-Field Teachers	% of Inexperienced Teacher
BLOOMINGTON HIGH SCHOOL	1,864	1,582	85%	98%	0%	0%	8.14%
COLTON HIGH SCHOL	1,768	1,504	85%	98%	1%	0%	8.33%
GRAND TERRACE HIGH SCHOOL	1,747	1,234	71%	91%	0%	1%	2.56%
<b>LEA Total</b>	<b>5,379</b>	<b>4,320</b>	<b>80%</b>	<b>96%</b>	<b>0%</b>	<b>0%</b>	<b>6.45%</b>

**Describe the educator equity data trends in your district for this grade level span for both and low-income students and minority students.**

## Trends

### 1. Low-Income and Minority Representation:

- The majority of the student population across the district consists of low-income (80%) and minority (96%) students.

### 2. Effectiveness of Teachers:

- The district maintains a high standard of teacher effectiveness, with very few ineffective teachers. Colton High School reports 1% ineffective teachers, while the other schools report 0%.

### 3. Experience of Teachers:

- The percentage of inexperienced teachers varies across schools, with the highest at Colton High School (8.33%) and the lowest at Grand Terrace High School (2.56%).
- The district average is 6.45%.

### 4. Out-of-Field Teachers:

- The presence of out-of-field teachers is minimal, with Grand Terrace High School reporting 1% out-of-field teachers, while the other schools report 0%.
- The district average is 0%.

## Summary

- Ineffective Teachers:** The presence of ineffective teachers is minimal (0% district-wide), with only Colton High School reporting 1% ineffective teachers.
- Out-of-Field Teachers:** The presence of out-of-field teachers is also minimal (0% district-wide), with only Grand Terrace High School reporting 1% out-of-field teachers.
- Inexperienced Teachers:** There is a noticeable range in the percentage of inexperienced teachers, with some schools having higher percentages than others. Colton High School has the highest percentage of inexperienced teachers at 8.33%, while Grand Terrace High School has the lowest at 2.56%.

**What is the distribution of ineffective, out-of-field, and inexperienced teachers working with low-income students and minority students?**

## Ineffective Teachers

- **Bloomington High School:** 0% ineffective teachers working with 85% low-income and 98% minority students.
- **Colton High School:** 1% ineffective teachers working with 85% low-income and 98% minority students.
- **Grand Terrace High School:** 0% ineffective teachers working with 71% low-income and 91% minority students.
- **LEA Total:** 0% ineffective teachers working with 80% low-income and 96% minority students.

## Out-of-Field Teachers

- **Bloomington High School:** 0% out-of-field teachers working with 85% low-income and 98% minority students.
- **Colton High School:** 0% out-of-field teachers working with 85% low-income and 98% minority students.
- **Grand Terrace High School:** 1% out-of-field teachers working with 71% low-income and 91% minority students.
- **LEA Total:** 0% out-of-field teachers working with 80% low-income and 96% minority students.

## Inexperienced Teachers

- **Bloomington High School:** 8.14% inexperienced teachers working with 85% low-income and 98% minority students.
- **Colton High School:** 8.33% inexperienced teachers working with 85% low-income and 98% minority students.
- **Grand Terrace High School:** 2.56% inexperienced teachers working with 71% low-income and 91% minority students.
- **LEA Total:** 6.45% inexperienced teachers working with 80% low-income and 96% minority students.

## Summary

- The percentage of ineffective teachers is very low across all schools, with only Colton High School reporting 1%.
- Out-of-field teachers are also minimal, with Grand Terrace High School reporting 1%.
- There is a higher variation in the percentage of inexperienced teachers, with Bloomington and Colton High Schools having similar rates (around 8%) and Grand Terrace High School having a lower rate (2.56%).

## What conditions and policies may have contributed to your educator equity data?

The number of inexperienced teachers for the 23-24 year is attributed to typical teacher turnover, and during a time of teacher shortages the chance of hiring an experienced teacher is slim. However, CJUSD noticed during hiring for the 24-25 school year, many teachers hired held over two years of experience due to layoffs from surrounding districts.

**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.**

When reviewing data for the 2023 2024 school year, CJUSD did not identify disparities. Areas of interest were observed at the middle school level, with ROHMS having a higher percentage of inexperienced teachers, however, to say a disparity exists is questionable when CMS has a much lower percentage of inexperienced teachers. Data will continue to be reviewed with Educational Services and Human Resources in December/January to review trends since a retirement incentive occurred at the end of the 2023 2024 school year. Should these interesting trends continue, particularly at ROHMS, a small team consisting of Human Resources, Educational Services, and members from these schools convene to review the data, note observations and create a plan to reduce the amount of inexperienced teachers teaching our students when hiring occurs.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> <li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> <li>• <b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></li> </ul>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</li> </ul>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

## 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.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

The LEA involves families in jointly developing the CSI and TSI plans through ELAC and SSC. Throughout the school year, these groups are involved in reviewing data, evaluating the school plan and making recommendations and adjustments to the SPSA. Upon notification of CSI or ATSI status, school sites make their parents aware of the status to build an understanding of what it means to be a CSI or ATSI school. Parents and family members can then make recommendations to the site to build the SPSA to improve achievement and performance for the identified subgroups.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging

State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))

3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

CJUSD Parent and Family Engagement Policy was developed jointly with parents participating in DELAC (District English Language Learner Advisory Council); DPAC (District Parent Advisory Committee); and AAPAC (African American Parent Advisory Committee); School Site Councils and the English Learner Advisory Committees. School Site Councils and ELAC's also utilize the District Parent and Family Engagement Policy to collaborate and update the School Parent and Family Engagement Policies with the School Site Council (SSC) and English Learner Advisory Council (ELAC) at each school each year. The District and Site "Parent and Family Engagement" policies are distributed electronically, available on our websites, and available at the school sites upon request. CJUSD supports parents' efforts to be engaged in their child's education by providing a variety of workshops and family curriculum events at the District and Site level to help parents understand the state standards, assignments, academic assessments, grading and monitoring student progress; including postsecondary educational options and FAFSA application. Additionally, parents at the site and district level are asked to provide feedback on family engagement ideas to ensure CJUSD is meeting the needs of the community. CJUSD established a Parent Portal for parents to closely monitor grades and attendance. Elementary Parent Conference days are scheduled each fall and spring to provide opportunities for parents to work with schools to improve the achievement of their students. The CJUSD Design Plan builds upon Family Engagement and workshops were offered to CJUSD staff on the value of including parents as allies for student success, and had staff members

reflect on how they connected with families in their current positions. The District Parent Manager collaborates with School sites and preschool to plan and develop programs identified in the needs assessment. She also collaborates with community college staff to plan parent workshops supporting post-secondary options such as College Admission, Importance of GPA, and Mathematics for STEM Careers, Soft Skills and Time Management. The District also sponsored parent attendance at educational conferences including Dual Capacity Framework for Family-School Partnership, HACU, CABE, and CAAASA. District Translators provide written translation services to ensure all information is sent home to parents in a language they understand. A stipend is provided to an employee at each site who, after passing the District verbal or written exam, is eligible to provide written and verbal translation at their school sites. CJUSD accommodates additional languages through a contract with a Language Support line for verbal translation. Sign Language services are also available to support parents when needed. Opportunities for informed participation of all parents is a top priority in the Colton Joint Unified School District (CJUSD). Two District community liaisons support health and school attendance, communicating regularly with parents and families and making home visits as needed. In addition, several schools utilize Title I funds for a site Community Liaison to facilitate parent and family engagement. District Title I funds provide an FTE Parent Manager and a 0.5 FTE Social Worker, who work together on mental health referrals and resources to ensure families access to the services they need to support their students in school. The District Communications Office and IT department work closely with schools and District departments to keep websites current and informative for our community. In addition, every student has an email account and we encourage parents to sign-up for email notifications as well as our District app for updated information. CJUSD aligns parent involvement required in the ESSA Section 1116 with the LCAP stakeholder engagement process with the support of the above parent groups as well as school site and District needs assessments and the LCAP survey. The LCAP Parent Advisory Council meets regularly to review and evaluate the LCAP. In addition, each School Plan for Student Achievement (SPSA) is aligned with the District LCAP and recommended for approval by the school site English Learner Advisory Committee and approved by the School Site Council and the CJUSD Governing Board each year. CJUSD families are involved in jointly developing the CSI and ATSI plans through a shared understanding of how their school qualified for the status, a review of data and an evaluation of the SPSA to determine what strategies are working and not working and what needs to be modified. ELAC and SSC members review, make recommendations and approve the evidence-based strategies used to improve performance for the subgroup(s) of students or all student groups which qualified for ATSI or CSI.

## **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:**

CJUSD Title I Part A allocations, pursuant to ESSA Section 1113(a)(3) requirement to annually rank and serve eligible schools, includes twenty-seven (27) District schools with 61% - 95% FRLP.

Schools operate schoolwide programs (SWP) to support improved academic performance for all students with a focus on students most at-risk. Schools receiving Title I funds conduct an annual needs assessment and develop a School Plan for Student Achievement (SPSA) working with all educational partners to analyze data, and plan actions to address school needs. Plans are presented to educational partners and approved by the School Site Council (SSC) with recommendation approval from parent groups, including the English Learner Advisory Committee (ELAC). Plans are monitored and evaluated by SSC throughout the year, and modified as needed. TAS: N/A Neglected or delinquent: N/A

## **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:**

CJUSD supports Homeless Children and Youth through District and school wide programs in accordance with the McKinney-Vento Homeless Assistance Act and CJUSD Board Policy 6173. The District Homeless Liaison ensures that rights of homeless children and youth are protected by ensuring homeless families and students are identified, have access to receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services and other preschool programs administered by the district. Resources are provided throughout district school sites as well as community resource fairs, public libraries, family shelters and transitional housing locations. Being sensitive to the family's living situation and needs, homeless rights are presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth. CJUSD Homeless Liaison provides yearly training to Administrators and Site Homeless Liaisons to identify, immediately enroll and support homeless children and youth during school registration and while attending school. School supplies are readily available and given to all students upon registration. Money set aside from CJUSD Title I Part A for homeless children and youth has not been necessary in the past two years, as CJUSD has utilized funds from the AARP grant. Money from the grant has been used to focus on student engagement. At the end of April, 2024, an End of School Year event was held to provide families with a motivational speaker, activities and luncheon for our Give Back Academy students. The Give Back Academy students are primarily McKinney-Vento students at the secondary school sites. Parent Workshops have been held at various school sites to focus on parent engagement. Two vehicles were purchased to assist in home visits to address attendance concerns and/or barriers. Families continue to be provided with gas cards to assist with transportation costs. High dosage tutoring was held after school at elementary sites with high homeless populations to assist students with improving their reading and math skills, as well as meet the request by families to provide additional tutoring. Title 1 funds continue to provide funding for .50 FTE Social Worker / Clinical Supervisor to provide Mental Health Counseling Services and Case Management Services to students and families. Additionally, San Bernardino County pays for the "Give Back Academy" to provide on-site mentoring to our at-risk students, including our homeless students. This program will continue for the 2024-2025 year.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Colton Joint Unified School District (CJUSD) is committed to expanding and strengthening its Early Education Program so that children are ready to enter kindergarten with minimal to no knowledge gaps. Preschool classes are available in 7 elementary schools. These schools offer preschool classes from 8:00-11:00 and 11:45-2:45 to accommodate families' schedules. CJUSD will include CSPP, Headstart, ELOP/ASES and several Community-based programs to offer 9 hours of learning experiences to students.

All TK eligible students are invited to attend a TK class. -CJUSD-offers transitional kindergarten in all 18 Elementary schools. Strategically selected based on geographic location, four of our elementary schools offer TK to our Dual Language Immersion students. The Family Engagement Manager conducts outreach to preschool and Head Start families to ensure they are aware of our program offering, understand how this two-way program model positively impacts the trajectory of multilingual English Learner students and the transfer process to follow if their home school does not offer the program and they select it for their child. Parents receive additional support with this transfer process if needed. Emphasis is made in the affirmation of native language and culture as our diverse families enroll their children in our schools. Students enrolled in TK classes will also have the opportunity to attend the preschool classes listed above. The After School Expanded Learning opportunity will be available for TK-eligible students on all elementary campuses. To assist in the transition between programs, The Parent Engagement Manager supports CJUSD Cohorts and Sites by providing parent workshops in student school transitions and a holistic approach to student wellness. Due to the cultural and linguistic diversity within CJUSD, these informative meetings and workshops include topics such as the value of primary language and the importance of early literacy. Preschool families are included in the invitations to our District Parent Advisory Committee meetings where agendas are inclusive of topics for all grade levels. In addition, Elementary sites invite preschools to visit classrooms and to participate in the Jumpstart to Kindergarten and school readiness classes. CJUSD encourages preschool, TK and K families to access *Footsteps 2 Brilliance*, an online program provided by the San Bernardino County Schools to broaden their access to literacy in a multitude of languages. At the culmination of the child's elementary school journey, the Family Engagement Manager invites all 6th grade families to participate in a virtual *Incoming 7th Grade Parent Orientation* which is offered separately in Spanish (a.m.) and in English (p.m.) to honor our families language preference. Other languages may be addressed through the language tool offered by Webex.

District-wide opportunities will occur among all middle schools and high schools as students transition from eighth to ninth grade, including:

- ELA/math placement upload for course requests so students will have access to rigorous classes in ninth grade.
- Summer Transitional Enrichment Program is offered through our partnership with UC Riverside, providing incoming 9th-grade students with a weeklong program to support students' transition from middle school to high school.
- CTE presentations at the middle schools.
- learning by doing hands on career labs in middle school, so middle school students have a taste for the different careers by participating in different modules through the CCR class
- increased marketing of the partnership between CJUSD and the California University of School and Medicine (CSUM) to provide a free medical education for CJUSD students committing to remain in the area after graduation. California University of School and Medicine (CSUM) provides CJUSD students with comprehensive mentoring and coaching from grade 11 through their undergraduate studies, along with guaranteed access to graduate-level admission at the California University of Science and Medicine (CUSM). Additionally, CJUSD is enhancing marketing efforts to promote this partnership, which offers a free medical education to CJUSD students who commit to remaining in the area after graduation.
- AVID/ROTC displays
- Pathway Days - middle school students will attend one central location to view the various pathway opportunities at each of the high schools, so they can make the determination on which pathway/high school is the best choice for their future. This will include a parent/community night so all family members will be informed of all of the pathway options at the various high schools.
- District-wide, uniform process for eighth graders to experience a full understanding of the academic, athletic and extracurricular events which occur at the high school they will attend..
- Eighth grade special education students will attend articulation meetings to address their needs and be placed in the correct classes in ninth grade.
- Parent Information nights will be held to communicate and ease the transition process.
- CCGI equips students with detailed, grade-specific information and data-driven tools to support their college, career, and financial aid planning and applications.
- The Pathful platform is designed to facilitate seamless transitions for students from middle grades to high school and from high school to postsecondary education. By coordinating with institutions of higher education, employers, and other local partners, Pathful ensures that students have access to a broad network of resources and support. The platform enhances student access to early college high school or dual/concurrent enrollment opportunities and provides comprehensive career counseling to help identify student interests and skills. Through Pathful, district-wide opportunities will be available across all middle schools and high schools, supporting students as they transition from eighth to ninth grade and beyond, preparing them for successful academic and professional futures.
- The PSAT 8/9 is a critical tool in facilitating effective transitions for students from middle grades to high school and from high school to postsecondary education. By coordinating with institutions of higher education, employers, and other local partners, the PSAT 8/9 helps identify students' strengths and areas for growth early on. This assessment provides valuable data that informs personalized educational pathways, including increased access to early college high school, dual/concurrent enrollment opportunities, and targeted career counseling.

Through the PSAT 8/9, district-wide opportunities will be implemented across all middle schools and high schools, supporting students as they transition from eighth to ninth grade and beyond, ensuring they are well-prepared for academic and career success.

- Specialized Workshops: Tailored sessions for middle school students, families, teachers, and counselors, covering topics such as financial aid, college majors, career pathways, and scholarship identification.
- Siembra/College Connect a bilingual mobile app designed to redefine college recruitment by connecting students with college outreach coordinators and university admissions earlier. This innovative approach aims to increase college acceptance rates by ensuring timely and efficient communication between students, families, and higher education institutions.

District-wide activities will occur at high schools to assist students with the transition from high school, including:

- Dual enrollment program so students can graduate from high school with a high school diploma and credits toward an associate's degree
- partnerships with local trade unions for pathway students
- internships for pathway students
- partnership with community colleges so students can be enrolled in classes for transferable credit
- Early College/Concurrent enrollment classes taught on the high school campuses
- Equity Lab class at GTHS, where students are enrolled in a virtual college class to earn high school elective credit and transferable college credit
- college visits, including the Black College Expo
- College and Career virtual fairs
- FAFSA assistance and FAFSA Parent Nights
- Certification programs for food handler license, welding and automotive
- NEPRIS job shadowing opportunities
- work-based learning opportunities through Kaiser
- OPTI work-based experience with UCR and Kaiser to provide students with job skills
- articulation courses for ROP students with RCC and SBVC so students can obtain dual credit.
- All ROP courses with the exception of automotive are A-G approved.
- ROP Career Centers at middle schools and high schools so students can learn about various colleges and careers.
- CCGI equips students with detailed, grade-specific information and data-driven tools to support their college, career, and financial aid planning and applications.
- Specialized Workshops: Tailored sessions for high school students, families, teachers, and counselors, covering topics such as financial aid, college majors, career pathways, and scholarship identification.
- College Readiness Advisement: Comprehensive guidance to help students identify colleges that match their interests and personalities.
- After-school services
  - Comprehensive college application assistance.
  - Understanding and selecting college majors and career pathways.
  - Submitting financial aid applications and identifying scholarships.
  - Creating community college transfer plans.

- Activating college student portals and submitting housing applications.
- Providing support for any college-related needs.
- Siembra/College Connect a bilingual mobile app designed to redefine college recruitment by connecting students with college outreach coordinators and university admissions earlier. This innovative approach aims to increase college acceptance rates by ensuring timely and efficient communication between students, families, and higher education institutions.
- The PSAT 8/9 is a critical tool in facilitating effective transitions for students from middle grades to high school and from high school to postsecondary education. By coordinating with institutions of higher education, employers, and other local partners, the PSAT 8/9 helps identify students' strengths and areas for growth early on. This assessment provides valuable data that informs personalized educational pathways, including increased access to early college high school, dual/concurrent enrollment opportunities, and targeted career counseling. Through the PSAT 8/9, district-wide opportunities will be implemented across all middle schools and high schools, supporting students as they transition from eighth to ninth grade and beyond, ensuring they are well-prepared for academic and career success.
- The Pathful platform is designed to facilitate seamless transitions for students from middle grades to high school and from high school to postsecondary education. By coordinating with institutions of higher education, employers, and other local partners, Pathful ensures that students have access to a broad network of resources and support. The platform enhances student access to early college high school or dual/concurrent enrollment opportunities and provides comprehensive career counseling to help identify student interests and skills. Through Pathful, district-wide opportunities will be available across all middle schools and high schools, supporting students as they transition from eighth to ninth grade and beyond, preparing them for successful academic and professional futures.

## **Additional Information Regarding Use of Funds Under this Part**

### **ESSA SECTION 1112(b)(13) (A–B)**

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

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The CJUSD GATE program views gifted and talented scholars as those possessing the **potential for excellence** as reflected in superior ability levels that may include several dimensions such as abstract thinking, linguistic ability, creative processing, logical reasoning, persistence, concentration, visual reasoning, etc. The traditional perception of intelligence is seen as too narrow and is not adequate for fair assessment of all scholars who possess such a capacity for excellence.

Evidence of the scholar's eligibility for the Gifted and Talented Education program must be based upon multiple criteria with documentation of these traits obtained from a variety of sources. **Colton Joint Unified School District (CJUSD) uses multiple measures.** At CJUSD, gifted identification

relies on a mix of gifted testing and more qualitative observations of gifted characteristics and behaviors.

All second grade scholars are assessed annually unless the parent opts out of testing. Students in grades 3-6 are assessed upon parent or site recommendation and in non consecutive years. The Naglieri non-verbal assessment (NNAT3) is used due to the large English Learner and low socioeconomic populations within the district. This process provides early identification and eliminates inherent biases, such as language ability as it is a nonverbal ability test. Starting in 2022-2023, CJUSD began testing all 4th grade English Learner (EL) students in an effort to decrease the GATE qualification gap that exists amongst EL versus EO (English only) students.

The Colton Joint Unified School District GATE Program is designed to provide intellectual growth to all GATE students by offering appropriately differentiated instruction. This occurs at all school sites during the regular school day and meets or exceeds academic content standards.

**What a differentiated curriculum is:** Differentiated curriculum is an approach to teaching which provides students with a number of different options for learning. The word “differentiated” means different or not the same. The regular classroom curriculum is either accelerated to the learner’s own pace or studied more in depth by using higher level critical thinking skills and/or by making connections to prior knowledge in other subjects. When appropriate, students may also complete projects that demonstrate the knowledge learned from the differentiated activities.

The Colton Joint Unified School District has GATE cluster classes at elementary schools. This is a research-based program in which GATE identified students are grouped together within the mixed ability classroom.

Teachers with specific training based on gifted education research provide differentiated instruction to meet the unique needs of these students. CJUSD has utilized the Educator Effectiveness Block Grant to afford teachers the opportunity to earn the GATE certificate for free. Each site has a GATE site lead who meets regularly with district personnel to collaborate on best practices and take this information back to the other GATE teachers at the site. Differentiated instruction for student/advanced learners may include, but is not limited to, flexible grouping, acceleration, in-depth study, complexity, and novelty. This may occur daily or periodically throughout the year. Differentiated activities are conducted as an integrated part of the regular program. Supplemental materials and technology may also be used to enhance the basic curriculum.

**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

(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

## 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)**

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **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:**

**Address these questions:**

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

CJUSD systems of professional development span all funding areas and include all staff, providing professional development opportunities within and beyond the district to support individual professional growth. Outside consultants and expert staff provide in-house professional development.

Staff also have opportunities to attend conferences vetted by the CJUSD Educational Services Division to ensure they align with District and ESSA goals. Title II, Part A professional development focuses on teachers, principals, and other school leaders to improve pedagogical knowledge, practices, systems, and procedures. The Induction Program, in partnership with Riverside County Office of Education, assists new teachers in obtaining support in their first years of teaching. Additionally, school site staff support new teachers with collaborative support from their colleagues as well as site-based Teachers-on-Assignment. District Curriculum Program Specialists also provided support to new teachers through coaching, curriculum and content knowledge. Curriculum Program Specialists provide staff development to all teachers, principals and other school leaders in implementing evidence-based instructional strategies to improve student performance in Language Arts and Math as well as coaching support to teachers.

Determination for professional development has occurred through consultation with site staff and site needs. Upon receiving multiple requests for professional development for strategies to serve English Learners, CJUSD utilized Learning Loss funds and the Educator Effectiveness Block Grant to provide training from CAFE, GLAD and QTEL. Following these intensive training sessions are paid time for

teachers to collaborate on lessons, implement the lessons, and provide each other feedback. As a result of the creation of the Literacy Plan, much professional learning has been devoted to training elementary teachers and administrators in the Science of Reading. Literacy specialists assigned to specific school sites will support teachers in the development of high-quality, effective ELA instruction, including time for reflection and feedback conversations, as well as utilizing a hands-on approach to improve Tier I instruction and effectiveness in classrooms using research-based practices. Finally, as a component of the CJUSD Design Plan, CJUSD staff created the Professional Learning Framework to guide collaborative time around data-focused inquiry and reflection. The aim is to lean into the expertise within CJUSD to meet the needs of students and improve academic achievement. Currently, fifteen schools are piloting or moving into their second year of this focused inquiry process.

New principals are partnered with veteran CJUSD principals and district leaders who have been trained in cognitive coaching or other coaching methodology. This provides a non-threatening system to understand the culture of a new system and seek assistance on the wide range of questions new principals face. CJUSD also supports new site and district leaders in attending NISL (National Institute for School Leadership) to gain the skills, research and tools they need to design and lead high-performance education systems. Principals are also able to attend conferences during non-work time which align with the goals and initiatives of CJUSD and their school site. Finally, leadership skills are refined and reflected upon in quarterly management meetings and monthly principal meetings. In addition to the previously mentioned professional learning opportunities, assistant principals participate in a monthly assistant principal meeting to refine their leadership skills to develop them into site leaders and build a collaborative environment for them to work with other assistant principals.

CJUSD conducts ongoing evaluation of professional development opportunities through surveys, class walkthroughs, after action reviews and student achievement data review discussions with teachers, principals, and other school leaders to ensure continuous improvement for staff as well as instruction for our students. CJUSD Educational Services Division is aligning systems and practices to improve student achievement, involving all educational partners in evaluating the effectiveness of programs. CJUSD will also begin implementing a formalized Title 2 evaluation, including identified metrics as well as a review of what is working and why, what is not working and why, and a determination of modifications to be made throughout the year and in future years.

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C) – *Not applicable to charters and single school districts.*

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:**

### **Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.

2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

CJUSD prioritizes Title II, Part A funding among schools to ensure teachers, principals, and other school leaders receive the professional development they need. Three schools have been identified for CSI (Comprehensive Support and Improvement): Colton Middle School (CMS), Ruth O Harris Middle School (ROHMS) and Slover Mountain Continuation High School (SMHS). ESSA, Section 1003 funds are allocated to these two schools on a per-student basis, in the same manner, that we use to rank and serve for Title I, Part A pursuant to ESSA Section 1113(a)(3). CSI and ATSI schools utilize the continuous improvement model with an eye to change in practices as they work with students, parents, and staff to review data and conduct a needs assessment to identify root causes and develop goals for comprehensive support and improvement. District staff provide assistance to CSI schools and guide them in a process to analyze data, discover the root cause and write evidence-based actions to address student achievement, professional development, and school climate. While district-level Curriculum Program Specialists work with all sites, the job duties of the secondary math Curriculum Program Specialist were adjusted to prioritize secondary CSI schools. Schools collaborate with parent groups during several meetings to write CSI / SPSA plans to ensure they address student and school improvement needs. Goals and actions for the CSI and ATSI plans will specifically address the areas identified as a need in CSI and ATSI plans. Meeting minutes will provide evidence of parent and family involvement in writing plans for all schools including schools identified for Comprehensive Support and Improvement and schools identified for Additional Targeted Support and Assistance. Final plans will be presented to educational partners and approved by the School Site Council (SSC) with approval recommendation from the English Learner Advisory Committee (ELAC) before going to the Board for approval. District staff will support schools to collect, organize and examine the data necessary to evaluate the implementation and effectiveness of the CSI and ATSI school plans. Necessary data includes, but is not limited to, District and State achievement data, school climate data, student empathy surveys, and class walkthroughs. District and site administration will regularly conduct classroom visits, and collaborate with staff to provide feedback regarding school plan implementation Data will also be shared and plans

## **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:**

#### **Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.

4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners

The CJUSD Design Plan has helped CJUSD coordinate its Title II activities with other strategies, programs and activities by establishing district priorities. Communication of needs from educational partners and district departments has allowed CJUSD to understand the needs of staff and students and address the needs in reviewing the wide variety of funding sources currently available to us. CJUSD has utilized Learning Loss funds, LCAP, Educator Effectiveness Block grants and Title funds to address the range of needs. As the additional funding revenues decrease, CJUSD can rely on the Design Plan and a careful review of data to continue allocating funds to our highest priority areas.

CJUSD conducts ongoing evaluation of its activities through surveys, class walkthroughs, and student achievement data to continually update and improve activities. Collaborative review of this data amongst educational partners has allowed a review of data through a wide lens to evaluate the effectiveness of programs.

CJUSD Educational Services Division is aligning systems and practices to improve student achievement, involving all educational partners in evaluating the effectiveness of programs. In addition to Director Meetings, and student focus meetings with parents and staff, we evaluate the effectiveness of programs and services collaboratively with the following groups:

- Principal meetings: site leaders meet monthly to review data from walkthroughs or student achievement data for reflection, collaboration and adjustment/refinement of plans. Site leaders report taking this information to their staff for further review, analysis and refinement. Site leaders also collaborate during site visits, gathering data to guide instruction and programs. The Director for School Improvement and Accountability is also meeting with individual schools and educational partners to ensure all SPSAs address individual needs assessments and align with the District LCAP.
- Parent Advisory Committees: LCAP Parent Committee (LCAPPC) District Advisory Committees (DAC); District English Learner Advisory Committee (DELAC) ; African American Parent Advisory Committee (AAPAC) ; School Site Council (SSC); English Learner Advisory Committee (ELAC); as well as the District Community Cabinet interact with District and Site staff to provide ongoing consultation to improve activities and programs in our schools. District Parent Advisory Committee (DPAC); District English Learner Advisory Committee (DELAC) and the African American Parent Advisory Committee (AAPAC) provide opportunities for parents to help evaluate our programs. Our District English Learner Advisory Committee (DELAC) is especially strong, and this committee presents their needs assessment to the

Board each year. The LCAP Survey and LCAP parent committee is another opportunity for parents to help evaluate program effectiveness and to provide their voice to our programs.

- Curriculum Councils: Elementary K-6 and Secondary 7-12 Monthly meetings, attended by elected teachers from each school site provide district-wide communication with certificated personnel to the Educational Services Division. Council members study, develop, and recommend to the Educational Services Division policies and procedures in those areas as established under the District's Curriculum Focus. Additionally, they evaluate the progress toward long-term goals and objectives as established by the Curriculum Focus and submit recommendations to the Office of Curriculum and Instruction. Members participate in the development, implementation, and evaluation of curricular programs.
- LCAP Steering Committee & LCAP Writing Committee: This is a district wide committee that supports the evaluation of programs as well as the planning and writing of the LCAP.
- CJUSD Board Governance: Presentations and information shared and presented to the Board is an additional way we evaluate the effectiveness of our programs. Presentations include: California Dashboard; CAASPP results; Staff Development; ESD and Student Services Division updates as well as CJUSD Design Plan updates.

## **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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

CJUSD has developed and implemented a professional development plan that addresses both integrated and designated ELD instruction. Additionally, CJUSD continues to utilize CJUSDConnect on Alludo to supplement professional development for certificated staff. In collaboration with The Student Improvement and Accountability Department, The Language

Support Services Department, offers standardized professional development opportunities based on staff needs:

- Ellevation training is provided by LSS based on staff request. Ellevation provides data on our English Language Learners and matches the student needs with strategies to help students grow and develop in their language skills. This creates actionable EL monitoring forms. EL site leaders have been trained to support their site with Ellevation. Additionally, our district EL CPS will provide support as needed when requested by the school sites.
- Ellevation Strategies Training is provided by LSS staff to all site administrators and EL Specialists (minimum of one EL Specialist per school site). EL Specialists in turn support teacher implementation of Ellevation Strategies. Ellevation Strategies provides modules of professional development focused on ELD strategies to improve EL student language acquisition and increase access to core content material.
- CAFE (California Association of Bilingual Educators) serves as a consultant to provide Designated and Integrated ELD training for all teachers of designated and integrated ELD..
- Language Support Services works in collaboration with ILit (Inspire Literacy) to provide training and in-class support to teachers of the, recently-approved, newcomer class at the secondary level.
- Language Support Services partners with CAFE (The California Association of Bilingual Educators) to provide all Dual Immersion Administrators with one day of training and collaboration.
- Dual Immersion Teachers are provided one full day of professional learning and one day of in-class support/coaching. (Professional Development topics are determined by staff needs each year via survey. Recent topics include Spanish Literacy and Translanguaging)

Language Support Services ensures that students and families are informed of the requirements to attain, and the opportunities afforded by, the California State Seal of Biliteracy. EL Counselors regularly present information and provide guidance for students who are on the trajectory to attainment of the State Seal of Biliteracy. Efforts to build awareness of the Seal of Biliteracy begin in kindergarten. Students in the Dual Immersion program are recognized via the Pathway to Biliteracy in K, 3rd, 6th, and 8th.

Monitoring of English learner progress and RFEP monitoring, as a result of ongoing and sustainable professional learning, has been designed within our Ellevation EL data portal. Embedded in the portal is a protocol tool to be used with teachers/sites to identify students who are at-risk of failing and provide interventions in a timely and responsive manner. CJUSD works closely with our EL parents via our DELAC and gleans information from our Annual DELAC Needs Assessment as a guiding cornerstone. An area of input our EL parents provide is in response to our Annual Update and revision of the 2017/2020 Local Control and Accountability Plan (LCAP) goals, actions and services for programs for English learners (ELs) and Long Term English Learners (LTELs) and development of the federal LCAP Addendum as follows: Monitor student academic and language development progress towards reclassification and for four years after reclassification Provide EL parent leadership trainings for the progress of student academic achievement. Monitor our reclassification path via our

Elevation portal with timely updates and communication on the students' progress Strengthen and support our home to school culture through cultural proficiency staff trainings Promote English learner parent involvement at site and District levels Support parent to parent trainings to increase parent involvement and capacity via our Parent Leadership series Expand our Dual Immersion K-6 program to Middle School Support primary language through our Seal of Biliteracy award program in 12th grade.

## **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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Provide supplemental instructional materials/technology that will allow newcomers to access content. Provide support to classroom teachers on language acquisition strategies that will dramatically accelerate their students' English skills based on their ELPAC scores and development of language acquisition. EL Counselors will work collaboratively with CJUSD's Mental Health Department to provide supplemental services to newcomers and their families to assist with acculturation elements and social emotional well being of the student. Additionally, ELD classes specifically for newcomers are offered at the secondary schools to provide instruction for students to meet their specific cultural and language needs. This class allows an opportunity to effectively and efficiently allocate resources without students having to miss core academic time. Resources allocated to students include social-emotional learning strategies, graduation requirement conversations, career exploration and acculturation.

## **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

CJUSD has adopted state recommended instructional materials for ELA that are aligned with CA ELA and ELD standards. A multitude of professional learning opportunities have been offered to teachers to support the implementation of curriculum addressing both integrated and designated instruction. Language Support Services provides targeted professional learning environments to each site. Additionally, CJUSD has added a newcomer class to the secondary schools for the purpose of integrating students new to the United States into their new culture. High school students on the path to biliteracy are met with at the start of the year to inform them of their status on the path to biliteracy, which allows students the opportunity to select how they will satisfy the state requirements and further develop their language ability to earn the Biliteracy Seal by the end of the year.

## **English Proficiency and Academic Achievement**

### **ESSA SECTION 3116(b)(2)(A-B)**

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

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

Complete responses will:

- 1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
- 2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

CJUSD/LSS continues to use the EL Roadmap along with Global 2030 as the foundational framework for expanding the systems being refined and/or being put into place. Site administrators have received training on how to offer effective feedback and support Designated and Integrated ELD instruction. Site Administrators are required to provide formal feedback focused on ELD strategies 2 times per month using the district created ELD Strategies Walkthrough Tool. Teachers are required to submit weekly lesson plans to their site administrators via Google classroom. Lesson plans must clearly identify the following 6 components: 1. ELD standard; 2. Learning, Language, and Content Objectives; 3. Learning Activities; 4. ELD Strategies; 5. Differentiated Instruction; and 6. Method of Checking for Understanding. Additionally, teachers must show evidence of professional learning implementation via 2 cycles of in-class support focused on integrated ELD and, if taught, 2 cycles of in-class support focused on Designated ELD. In-class support in CJUSD includes, but is not limited to coching, co-planning, observing teachers in training, modeling, and/or sharing constructive feedback on an observed lesson. Teachers must provide documentation of implementation, evaluation, and revision using the Plan, Do, Study, Act Improvement Science Cycle. In-Class support is overseen by Site and District Administrators. LSS continues to monitor growth trends within English language proficiency (ELP) and other relevant data points to evaluate program, curriculum and student growth. All teachers are

trained on the ELD standards in both integrated and designated instruction that in turn directly impacts the outcomes of the ELP assessment (ELPAC).

Through Professional learning experiences LSS support teachers on scaffolding success for English learners and lesson design development. This provides a deeper understanding of linguistic support and uses lesson-embedded formative assessment to ensure English learner understanding in both designated and integrated instruction as they continue to develop their English proficiency as evidenced through the summative ELPAC assessment.

CJUSD is partnering with CABC to strengthen the pedagogy for current and new teachers. Teachers teaching the newcomer ELD class will continue to receive specialized training to address the specific needs of newcomers,

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

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.

**NOTE:** If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1) use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2) use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3) use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The CJUSD Title IV plan was developed with input from the LCAP Advisory Committees. These committees met throughout the year to review student achievement, behavior, dashboard, school climate, and technology use data, as well as survey data provided by students, parents, staff and educational partners. Data was analyzed to identify root causes, areas of greatest need and resource inequities in the Title IV needs assessment. CUSD will evaluate the effectiveness of these initial goals as measured by the CA Dashboard, student/parent/staff feedback, increased enrollment, and completion data; as we continue to collaborate and analyze data with all educational partners at LCAP Advisory meetings and other parents/staff/community meetings throughout the year. Well-Rounded Educational Opportunities objective: Increase access to college and career readiness, including pathways and advanced placement classes, to ensure all students graduate well prepared to succeed. CJUSD will utilize counseling and music programs to lessen access barriers to college by providing PSAT, SAT testing and AP testing to students. The intended outcome for this area is to document increased participation in STEM/STEAM, a-g coursework and AP classes as well as an increase in SAT and AP testing and an overall increase in student grades as measured in report cards and test scores. Effective Use of Technology objective: The purpose of these expenditures have been to empower a group of educators to bring educational technology resources, such as Google Apps, WeVideo, GoGuardian, to teachers and students. This group is composed of teachers, teacher librarians, para-professionals, IT staff and administrators to learn from each other and act as ambassadors at their sites. Safe and Healthy Students objective: Provide mental, physical and social health services to improve school conditions for student learning. CJUSD will use Title IV funds to expand the PBIS and Mental Health systems of support. Elementary counselors will be trained to deliver a Social Emotional Learning curriculum to help all students develop mindsets and SEL skills for success in school. Student wellness centers will be established at three comprehensive High Schools and one continuation high school. The objective of the Student Wellness Center is to be a safe, non-academic space for students to learn practical Social-Emotional skills and mindsets, and to be a hub around which the community can work to promote the benefits of Health and Wellness. CJUSD has contracted with California State University San Bernardino (CSUSB) to place, and in conjunction with the CJUSD Mental Health Manager, supervises Social Worker Interns providing services to identified students. These interns will also be available to provide individual and group services at the high school wellness centers; noting that certificated CJUSD staff will provide certificated supervision for each Wellness Center during operational hours. District will contract with outside providers to provide professional development in Restorative Justice, as well as bullying prevention and intervention to teachers, students, parents, and other staff. Title IV funds will also provide Anti-Drug and Awareness programs at Middle School and High School and will include a parent component. The intended outcome in expanding our PBIS system of support is to lessen student anxiety, depression and stress as noted in our PBIS and student behavior data; and to raise student achievement as noted in student achievement data.