**Local Control and Accountability Plan (LCAP)**

**Every Student Succeeds Act (ESSA)**

# Federal Addendum Template

## LEA name:

Bakersfield City

## CDS code:

15633210000000

## **Link to the LCAP:***(optional)*

[Provide 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 I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

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

## Instructions

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

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

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

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

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

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

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

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

## Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

As a district, we are committed to establishing a clear strategic plan focused on key organizational goals to bring clarity, coherence, and consistency to our district’s services to promote the academic excellence and social emotional well-being of our students, while also ensuring we empower our parents, families and community to be active partners in the education of our students instructional program.

Bakersfield City School District will use Title I, Part A, Title I, Part D, Title II, Title III, and Title IV, Part A funds to supplement and enhance our District’s Vision, Goals and Priorities as reflect in our LCAP. The District will use federal ESSA resources to support other federal, state, and local programs to address the areas with the greatest need for improvement, performance gaps and to maintain the progress of the District.

BCSD prides ourselves on a well-developed and strong LCAP. Our family and community engagement efforts to increase participation and input from stakeholders in an ongoing continuous format. Our goals of Academic Achievement, Social Emotional Learning and Family and Community Engagement frame our collective work, and leverage our dollars to deploy actionable steps to directly address our identified student need.

Through the continued analysis and evaluation of our current data and instructional practices, our district is positioned to ensure all students benefit from our multi-tiered system of supports to meet the academic and social-emotional needs of all students.

The District's efforts are focused on our Blueprint for Academic Success identifying five key levers which work together to create the conditions for children to receive a guaranteed and viable curriculum where ALL students master the knowledge and content necessary for college and career readiness while developing the soft skills to compete in a global economy.

 1. EFFECTIVE SCHOOL LEADERS ensure a safe and nurturing educational environment in which all students receive high quality instruction resulting in academic excellence.

2. EFFECTIVE TEACHERS provide access to a guaranteed and viable curriculum for all students resulting in academic excellence.

3. TARGETED STUDENT SUPPORT SYSTEMS provide a systematic multi-tiered system of support with comprehensive services that address the needs of the whole student.

4. SCHOOL CLIMATE, CULTURE AND SAFETY is centered on all students and adults receiving a welcoming, safe and nurturing learning environment.

5. FAMILY AND COMMUNITY ENGAGEMENT (FACE) is dedicated to empowering our families, community members and schools.

Programmatic Evaluation: Problem of Practice

Bakersfield City School District has developed a Data Dashboard to include key lag measures for monitoring student, school, and district progress across academic, behavioral, and social-emotional indicators. Along with these lag measures, our district is finalizing key lead measures which both predict and influence the lag outcomes. The development of this system is to bring focus to identifying the key adult behaviors necessary to permanently change the culture of our schools and district, resulting in the upward trajectory of improved academic achievement of all BCSD students.

The District LCAP supports the following District Goals and State Priorities:

Goal 1 Establish a culture of high quality teaching and learning through individual and collective accountability with high expectations for all students.

State Priorities

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Goal 2 Ensure a safe, healthy, and secure environment for all students, parents, guardians and employees.

State Priorities

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Goal 3 Ensure all parents and community members are welcomed and engaged in the learning process.

State Priorities

Priority 3: Parental Involvement (Engagement)

Next Steps

BCSD continues to bring greater focus and clarity to our expectations for classroom instruction. Our professional development and school support is focused on all content areas. Specifically, we have identified the need to improve literacy outcomes for all students as our primary goal. This goal is supported through high quality professional development, school and classroom supports, including the purchase of instructional resources. Our district continues to work with all stakeholders to ensure all students benefit from our multi-tiered system of supports to meet the academic and social-emotional needs of all students, and is strongly reflected in our LCAP.

## Alignment

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

The District’s goals of Academic Achievement, Social Emotional Learning, and Family and Community Engagement frame our collective work, and leverage our dollars to deploy actionable steps to directly address our identified student needs. BCSD’s LCAP aligns the use of federal funds with activities funded by state and local funds to support California's state priorities, Bakersfield City School District Levers, LCAP goals, and actions. Through the continued analysis and evaluation of our current data and instructional practices, our district is positioned to ensure all students benefit from our multi-tiered system of supports to meet the academic and social-emotional needs of all students. The District will use federal ESEA resources to support other federal, state, and local programs to address the areas with the greatest need for improvement, performance gaps and to maintain the progress of the District.

District Greatest Needs:

English Language Arts (Grades 3-8): The 2018 CAASPP (California Assessment of Student Performance and Progress) state indicator was in the red performance category (Very Low status) for Students with Disabilities and African American. Overall performance was in the orange performance category (Low status).

Mathematics (Grades 3-8): The 2018 CAASPP (California Assessment of Student Performance and Progress) state indicator was in the red performance category (Very Low status) for Students with Disabilities and African American students. Overall performance was in orange performance category (Low status).

Suspension Rates: The African American and Foster Youth groups were in the red performance category (Very High status). The American Indian, Homeless, Two or more Races and Students with Disabilities were in the orange performance category.

Chronic Absenteeism: 14.9% chronically absent. The American Indian, African American, Students with Disabilities, Foster Youth, Homeless and Two or more Races were in the red performance category.

The District plans to address these high-need areas by:

Continue to provide evidence-based professional learning (Title I, Title II, Title III, and LCAP)

Continue to expand efforts to promote literacy (Title I, Title II, Title III, and LCAP)

Continue to provide additional staff for targeted support at identified Focus Schools. (Title I and LCAP)

Providing the PROUD Academy program at high-need schools to help close the achievement gap for African American students (LCAP)

Continue to expand STEAM opportunities for students (Title IV and LCAP)

Continue Migrant Activities for eligible students (Title I, Part D)

## 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 *(as applicable)* |

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

1. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. identifying students who may be at risk for academic failure;
3. providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. 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 *(as applicable)* |

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 *(as applicable)* |

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

1. 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
2. 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 *(as applicable)* |

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 *(as applicable)* |

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

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

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

### TITLE I, PART A

#### Poverty Criteria

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

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

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### **Educator Equity**Essa Section 1112(b)(2)

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

**This ESSA PROVISION IS ADDRESSED below:**

The District’s process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of field teachers begins with data collection. Using CDE Dataquest Web page, District and School Enrollment Data, Low-Income Students, Minority Students, Teacher Workforce, Inexperienced Teacher data was pulled. Ineffective Teacher and Out-of-Field Teacher data was collected from District’s HR Department. Using the collected data, the District completed tables comparing the percent of teachers in schools with highest percentage of minority or low-income students (95% or above) with the percent of teachers in schools with the lowest percentage of minority or low-income students (below 95%).

Ineffective Teachers and Minority Students

Minority students are not taught at higher rates than other students by ineffective teachers. BCSD has zero teachers in schools misassigned or teaching without credentials.

Ineffective Teachers and Low-Income Students

Low-income students are not taught at higher rates than other students by ineffective teachers. BCSD has zero percent of teachers in schools misassigned or teaching without credentials.

Inexperienced Teachers and Minority Students

20.6% of teachers in schools with the highest percentage of minority students have two or fewer years of teaching experience, while 15.1% of teachers in schools with the lowest percentage of minority students. This represents an equity gap of 5.5%. Minority students are taught at higher rates than other students by inexperienced teachers.

Inexperienced Teachers and Low-Income Students

18.5% of teachers in schools with the highest percentage of low-income students have two or fewer years of teaching experience, while 14.8% of teachers in schools with the lowest percentage of low-income students. This represents an equity gap of 3.7%. Based on the equity gap analysis, a small percent of Low-income students are taught at higher rates than other students by inexperienced teachers.

Out-of-Field Teachers and Minority Students

Minority students are not taught at higher rates than other students by out-of-field teachers. 0.19% percent of teachers in schools with the highest percentage of minority students are out-of-field teachers, while 0.27% percent of teachers in schools with the lowest percentage of minority students.

Out-of-Field Teachers and Low-Income Students

Low-income students are not taught at higher rates than other students by out-of-field teachers. 0.25% percent of teachers in schools with the highest percentage of low-income students are out-of-field teachers, while 0.25% percent of teachers are in schools with the lowest percentage of low-income students.

LCAP actions listed below address the actions the District will take to address an equity gap found during data analysis and needs assessments:

Professional learning on leadership topics such as: lesson observation protocol, teaching & learning framework, content standards for all subjects, research-based instructional practices, culturally responsive teaching methods, through a Multi-Tiered System of Supports to build leadership capacity through monthly Administrative Leadership Institutes.

Specialized professional learning on TK-8 CCSS ELA/ELD and Math throughout the year to build special education teacher capacity for strengthening instructional alignment to IEPs for principally unduplicated pupils

Professional learning to teachers throughout the academic year on Google Apps for Education to support the integration of technology into daily instruction using a tiered system for professional learning.

Kern Urban Teacher Residency Program with CSUB to increase the number of foreign language-authorized teachers, grow Dual Language program within BCSD, and increase the number of qualified teaching candidates in the areas of science and math.

Two days of summer professional learning to first and second year teachers on TK-8 CCSS ELA/ELD and Math as part of New Teacher Orientation.

Support the Induction, Intern and other New Teacher Programs (Temporary Permit Holders) by providing teachers with on-going, individualized and intensive professional learning in both content and pedagogy.

Additional support and professional learning to teachers in their first three years after earning their clear credential.

Professional learning to junior high/middle schools on the new ELD supplemental materials to build capacity for meeting the language needs of English Learner students.

Professional learning in building positive relationships and cultural responsiveness for all staff to promote the value of diversity and create a more welcoming climate and culture.

Throughout the LCAP planning process and identification of strategies for addressing equity gaps, stakeholders were engaged in surveys and open dialogue, which served to inform, educate, and refine the District’s 2019-2020 plan.

#### **Parent and Family Engagement**Essa Sections 1112(b)(3) and 1112(b)(7)

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

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

**This ESSA PROVISION IS ADDRESSED below:**

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

Comprehensive Support and Improvement schools involve parents and family members in jointly developing their Comprehensive Support and Improvement plans embedded within their School Plans for Student Achievement. The SPSAs were developed in partnership with site stakeholders including school administration, support staff, teachers, staff members, family and community members, and the BCSD District support team. English Learner Advisory Council parents and family members provide input in the development of the schoolwide needs assessment, as well as advise the principal and staff in the development of the SPSA. Parents and Community members on the School Site Council developed the SPSA through a review of the Comprehensive Needs Assessment, Annual Review of current plan, and development of proposed SPSA goals, actions and expenditures for 2019-2020. SPSA Goals and actions will be monitored throughout the year with the District support team, site Leadership Team, school advisory committees and School Site Council.

Targeted Support and Improvement/Additional Targeted Support and Improvement schools involve parents and family members in jointly developing their Comprehensive Support and Improvement plans embedded within their School Plans for Student Achievement. SPSAs are developed in partnership with site stakeholders including school administration, support staff, teachers, staff members, family and community members, and the BCSD District support team. English Learner Advisory Council parents and family members provide input in the development of the schoolwide needs assessment, as well as advise the principal and staff in the development of the SPSA. Parents and Community members on the School Site Council developed the SPSA through a review of the Comprehensive Needs Assessment, Annual Review of current plan, and development of proposed SPSA goals, actions and expenditures for 2019-2020. SPSA Goals and actions will be monitored throughout the year with the District support team, site Leadership Team, school advisory committees and School Site Council.

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

The District’s Family & Community Engagement (FACE) Department works with the District Advisory Council (DAC) to develop jointly, agreed on with, & distribute to, parents & family members of participating children, the written parent & family engagement policy. The policy is distributed to all parents annually within the Guide for Parents & Students.

BCSD provides assistance to parents of children served by our schools in understanding such topics as the challenging State academic standards, State & 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 through: District Parent University (PU), Site Parent Resource Centers (PRC), Monthly Parent Cafes, & Quarterly family education nights.

BCSD provides materials & training to help parents to work with their children to improve their children’s achievement through: PU, PRC, Monthly engagement meetings, & Quarterly family education trainings.

BCSD 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 through: FACE Liaisons at 43 school sites, District-level staff and resources to support 34 PRCs to build the capacity of parents and families to support student learning at 43 school sites, Parents As Leaders (PALs) program to train parents for volunteering in the school and classroom, and a PAL's Ambassador Program to assist the FACE Liaisons with involving parents in their child's school, & Monthly FACE newsletters to improve communication regarding activities & services provided to students and families by the school and district.

BCSD coordinates and integrates 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 through: FACE Liaisons, District-level staff and resources to support 34 PRCs to build the capacity of families at 43 school sites, and coordinate & integrate the following state and federal programs to benefit eligible students and increase student learning: State Pre-K services at 14 campuses, School Readiness, Migrant Region 21, Teacher Training, Immigrant Education, and PALs.

BCSD ensures 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 through: Providing all District communication to parents in English/Spanish, District website and social media, parent-teacher collaboration, phone message system, and staff for communications & translation services.

BCSD provides such other reasonable support for parental involvement activities as parents may request through: District Parent Advisory Committees, PU, SSC, School Advisory Committees, Monthly FACE engagement sessions, LCAP surveys, and LCAP community forums.

BCSD provides opportunities for the informed participation of parents & family members (including parents & family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information & school reports in a format and, to the extent practicable, in a language such parents understand through: DAC, DELAC, District African American Parent Advisory Council (DAAPAC), Migrant Regional Advisory Committee (RAC),Special Education Division’s Community Advisory Committee (CAC), PU, District communication and school reports provided to parents is in English/Spanish, Newsletters at each school site to improve communication regarding activities and services provided to students and families, BCSD website, social media, phone message system, & staff for communications and translation services.

Migrant staff provides sessions to introduce services & resources available. All locations for parent events are ADA compliant with accommodations for parent accessibility onto campuses and into all Parent Centers. Interpreters are available for parents in need of sign language.

BCSD aligns parent involvement in the LCAP stakeholder engagement process through surveys, committee, and community forums providing input on LCAP Progress 2018-19 actions, feedback on LCAP, and input on proposed LCAP actions. 2019 LCAP stakeholder engagement meetings were held: 2/1-28 Online Community Survey, 2/23 PU Feedback, 3/5 & 5/7 DAC, 3/6 and 5/7 DELAC, 3/13 Student Leadership, 4/9 Public Hearing, 4/23 Board Meeting, & 5/6 Community Forum.

#### **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:**

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.

Schoolwide Programs

The District’s Title I Schoolwide Programs annually conduct a comprehensive needs assessment based on an analysis of State and Local data, surveys, as well as the SWIFT-FIA self-assessment tool, to identify the strengths and areas of need for schoolwide results, as well as identified student groups not meeting proficiency on CA's State academic standards. Input from stakeholders include site Leadership Team, district support team, school advisory committees and School Site Council.

The Annual Review of the School Plan analyzes State and Local data to determine the effectiveness of goals, actions and expenditures towards increasing the achievement of students. During the annual review, schools compare planned goals, actions and expenditures with actual goal outcomes, actions and expenditures. An analysis of these results for each goal of the six goal areas provide next steps and needed revisions for our SPSA goals, actions and expenditures to meet the identified needs determined from our comprehensive needs assessment. School Plan goals are aligned to BCSD’s LCAP goals based on state and local metrics. The goals and actions in the SPSA support the academic needs and social emotional well-being of our students, while also ensuring we empower our parents, families and community to be active partners in the education of our students. The school plans identify and address any resource inequities through the review of District and school-level budgets the comprehensive needs assessment, and the SPSA Annual Review. Federal and state funds allocated to the school are developed and coordinated in the School Plan. Goals and actions are monitored throughout the year with the site Leadership Team, district support team, school advisory committees and School Site Council. SPSA activities include items such as: personnel to support evidence based academic and behavior interventions, coaches to build instructional capacity, intervention supports for students, extended learning opportunities, supplemental instructional materials, and opportunities for students to have a well-rounded education.

Targeted Support Programs

The District operates a kindergarten through eighth grade Title I Targeted Support community day school. Teachers, school support team, specialized instructional support personnel, parents and Administration identify the eligible Title I, Targeted Assistance School program students most in need of services through use of the BCSD flowchart for Multi-Tiered Support System. The school support team consists of a site administrator, a behavioral intervention specialist, a therapist, secretarial staff, classroom teachers, an academic coach, a PBIS coach and behavioral management assistants. The team meets regularly to review school-wide data individual student data. Analysis of state, district, and classroom data will be used to identify and monitor students identified needs in academics, as well as attendance, social-emotional, and health needs. Each student’s unique academic and social/emotional needs are recognized on his/her Student Education Plan (IEP), Behavior Intervention Plan, and are addressed while in the program. The Rafer Johnson Community Day School Program addresses student’s behavioral goals, mental health goals as well as their basic academic work. Program staff work closely with families to bridge support between the school and home.

Neglected or delinquent: N/A

Kern County Superintendent of Schools (COE) provides educational services 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.

Targeted Support Programs

The District operates a kindergarten through eighth grade Title I Targeted Support community day school. Teachers, school support team, specialized instructional support personnel, parents and Administration identify the eligible Title I, Targeted Assistance School program students most in need of services through use of the BCSD flowchart for Multi-Tiered Support System. The school support team consists of a site administrator, a behavioral intervention specialist, a therapist, secretarial staff, classroom teachers, an academic coach, a PBIS coach and behavioral management assistants. The team meets regularly to review school-wide data individual student data. Analysis of state, district, and classroom data will be used to identify and monitor students identified needs in academics, as well as attendance, social-emotional, and health needs. Each student’s unique academic and social/emotional needs are recognized on his/her Student Education Plan (IEP), Behavior Intervention Plan, and are addressed while in the program. The Rafer Johnson Community Day School Program addresses student’s behavioral goals, mental health goals as well as their basic academic work. Program staff work closely with families to bridge support between the school and home.

#### **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:**

Bakersfield City School District provides homeless children and youths, support on enrollment, attendance, and success of homeless children and youths by providing three District liaisons/drivers and one clerk.

The liaison/drivers and clerk provide identification, transportation, tutoring, monitoring and case management of homeless students through the District’s McKinney-Vento program. They also provide multi-tiered supports, including transportation services to school of origin, for Foster Youth in order to maintain educational stability and continuity.

The McKinney Vento Homeless Education Program provides:

Enrollment:

Immediate enrollment for students in their School of Origin or School of Residence.

Advocacy for educational stability by allowing homeless students to remain in their school of origin despite multiple moves during the school year.

Direct involvement with school site staff to intervene in enrollment disputes and advocate for enrollment decisions based on the students’ best interests.

Attendance and Success of homeless children and youths:

Transportation for all eligible homeless students to their school of origin and enrichment field trips by school buses and a district van. Bus passes for students and parents are also distributed.

Distribution of backpacks, school supplies, hygiene kits, clothing, socks, shoes, and food referrals to students and families as needed.

Provision of direct Outreach Services by Liaisons to residences, hotels/motel, shelters, and schools to assist students and families with educational and social support.

Provision of a Bakersfield City School District certificated teacher/tutor for the After-School Program at the Bakersfield Homeless Shelter.

Provision of published program materials pertaining to homeless education and rights in both English and Spanish.

#### **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:

1. through coordination with institutions of higher education, employers, and other local partners; and
2. 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:**

Bakersfield City School District serves Pre-K through 8th grade students.

Transition to elementary school programs:

BCSD's elementary Title I schools provide a spring Transitional Kindergarten and Kindergarten orientation and Early Literacy Bridging for parents and students prior to the start of the school year. Both events provide opportunities for students and parents to support the effective transition of participants into elementary school.

Transition to middle grades:

The District elementary students are invited to attend Jr. High/Middle School orientations.

The District has implemented a Service Delivery Model, breaking our district into four areas, based on Jr. High/Middle and elementary feeder schools, to enhance our focus and support provided to school sites.

Transition to high school:

BCSD exiting 8th grade students feed into a myriad of HS Districts, with Kern High School District being the largest receiver of our students. Each high school establishes their orientation and student scheduling dates and communicates these dates with our feeder middle/junior high schools. BCSD schools communicate this information with our families, as well as, share data and student information with our feeder district to support accurate placement of student scheduling. BCSD then supports families by providing every their child’s High School Readiness Report meant to equip parents with key performance data for proper 9th grade scheduling. BCSD Curriculum & Instruction Department, in collaboration with the Kern High School District, created the High School Readiness Report for students to use when they register for their high school classes. The report includes State and District assessment data, student information such as their GPA, EL status, and participation in GATE or Special Education programs. The report also provides high school graduation requirements for both college and career paths.

BCSD middle/junior high school staff regularly attends the high school orientation sessions and regularly communicate with high school administration regarding the progress of our students.

During the 2018-2019 school year, BCSD and KHSD entered into a countywide data sharing agreement known as the Kern Integrated Data System (KIDS) to promote the sharing of student achievement data across districts in Kern County. Beginning in the 2019-2020 school year, this agreement will pave the way for a smoother and more successful onboarding of incoming 9th grade students to receive appropriate academic placement, social emotional supports, and services to meet the needs of the whole child.

BCSD Instructional Math Specialists and administration participate in ongoing collaboration with Kern High School District. This collaborative includes the participation of KHSD certificated staff to design and present professional learning to BCSD middle school math teachers as part of our Summer Institute professional development cycle. Throughout the school year, BCSD and KHSD staff meet on a quarterly basis to share and discuss student progress, as well as, to provide ongoing PD support for our MS/JH math teachers.

#### **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:

1. assist schools in identifying and serving gifted and talented students; and
2. 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:**

Gifted and Talented Students

To assist schools in identifying and serving gifted and talented (GATE) students, the District offers two options for GATE identification: parent and teacher recommendation. Each year, parents and/or teachers submit recommendation forms to the District office for identified students to be tested. All GATE testing occurs during the summer months. BCSD universally screens all current 2nd and 4th grade students for GATE identification. Students who qualify for GATE will be offered placement within the full day program. As the number of students tested for GATE identification increases, the District will continue to evaluate and update its educational program for gifted students at sites throughout the entire district. Teachers at school sites with currently identified GATE students and other teachers who are interested in becoming GATE certified will participate in our GATE teacher certification process, which will prepare and qualify them to fully support GATE identified students. BCSD provides professional learning for current and future GATE teachers throughout the academic year on differentiating instruction aligned to the CCSS for ELA/ELD and Math.

Title I funds support one clerk to assist schools to coordinate GATE identification, as well as training for teachers of GATE students through ongoing PD.

School Library Programs

To assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement, the District will provide professional development, instruction, staff, updated library collections and library spaces, as well as updated equipment to support technology needs at all school sites.

Professional learning will be provided to teachers throughout the academic year on Google Apps for Education to support the integration of technology into daily instruction using a tiered system for professional learning. Students have instruction in keyboarding, digital research, and safety computer skills. Library collections and library spaces district-wide are upgraded with culturally responsive reading materials that promote reading by students. School libraries are staffed with library media technicians/library media assistants.

2018-2019 Title I funds were used to assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement with the purchase of supplemental literature to support school libraries with a focus on cultural responsiveness.

The District continues to support programs using Title I funds such as transitions for TK/K students, Interventions, Professional Development and Parent Involvement.

### 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

1. LEA; and
2. 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:**

Induction, Intern and other New Teacher Programs provide teachers with on-going, individualized and intensive PD in both content and pedagogy. Tiered PD to address the needs of new teachers based on their years of experience and/or teaching permit. Kern Urban Teacher Residency Program with CSUB. PD is provided to strengthen capacity to deliver Good First Instruction throughout the summer and school year. Specialized PD throughout the year to support English Learners and to build special education teacher capacity for strengthening instructional alignment to IEPs. School PD and PLC planning outside the regular school day. New Teacher Support provides support to veteran teachers. Opportunities for advancement include the District Teacher Advisory committee (TAC), Site Leadership Team participation, or applying for certificated support positions.

Principals

NISL Executive Development Program to strengthen leadership skills for current and aspiring principals. Monthly Administrative Leadership Institutes (ALI). Collaboration with Area Administrators and principals on leadership topics and needs of schools.

Other school leaders

Monthly Instructional Leadership Institute (ILI). Support sessions for new school leaders during summer institute and school year. NISL offered to strengthen leadership skills for aspiring principals.

BCSD’s Professional Learning System (PLS) of professional growth and improvement begins with the analysis of state and local academic and SEL outcomes to determine student needs. Building teacher capacity to address the identified student needs is done through a coherent system of educator learning and support. Hanover Research used to survey our teachers on the quality of professional learning provided. An internally created PD survey captures teacher voice as we evaluate our PLS. Site leaders and district staff collect classroom walkthrough data which supports our understanding of current teacher capacity and future needs.

To support the analysis of student data, professional learning collaboration time during teacher duty hours once a week, as well as a two hour late start once a month for collaboration or specific professional learning time. PD activities are analyzed through participant evaluations to assess levels of participation, satisfaction, usefulness, and learning, as well as changes and improvements for future activities. Academic, behavioral, and student climate data is shared with staff, site leadership teams and School Site Council on a regular basis.

The District’s PLS enhances educator’s expertise to increase students’ capacity to learn and thrive through a variety of professional learning opportunities for staff during the summer and school year. The Summer Institute provides professional learning in knowledge of content required to meet state and district outcomes for students, as well as the use of universal and linguistically and culturally responsive materials. Monthly Administrative and Instructional Leadership Institutes provide PD through a Multi-Tiered System of Supports to build leadership capacity.

The District’s PLS addresses equitable access, opportunities, and outcomes for all students through monthly Administrative and Instructional Leadership Institutes. Schoolwide Integrated Framework for Transformation-Fidelity Integrity Assessment (SWIFT-FIA), a self-assessment to examine the current status of schoolwide practices that have been demonstrated through evidence to provide a basis for successfully including all students who live in the school community. PD opportunities on building positive relationships and cultural responsiveness for all staff to promote.

The PLS is developed to reflect focused, sustained learning that allows staff to acquire, implement, and assess improved practices. All District lead PD sessions begin with clearly identified goals and outcomes. Actively engaging teachers and staff through both inquiry based learning and instructional practices to improve student learning provide theoretical and practical application. Differentiation is provided during the Summer Institute, as well as tiered PD opportunities throughout the year. To support implementation of PD, Cognitive Coaching training for Principals and coaches.

School PLC’s collaborate and build common goals, develop a shared purpose for student learning, share best practices, and share accountability for student outcomes.

BCSD dedicates resources that are adequate, accessible, allocated appropriately toward established priorities and outcomes. Coordination of Title II, Part A activities support LCAP goals and Blueprint for Academic Success. LCAP, Title I, Part A, Title II, Part A, and Title III resources are dedicated toward established priorities and outcomes. The District’s PLS contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.

#### **Prioritizing Funding**Essa Section 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**This ESSA PROVISION IS ADDRESSED below:**

Bakersfield City School District Departments including Educational Services, Curriculum and Instruction, English Language Learners, New Teacher Support, Instructional Support Services, Human Resources and Extended Learning Programs analyze multiple measures based on the California Dashboard in addition to the Local Control Accountability Plan Key levers and goals, as identified by the Board of Education, in order to determine the appropriate professional development activities to support schools requiring comprehensive support and targeted support. This analysis occurs during weekly Director team meetings, LCAP development meetings and surveys, and district parent advisory council meetings.

Based on this analysis process, differentiated support based on the multi-tiered systems of support will be identified to support schools in need of comprehensive and targeted assistance as well as those with the highest percentage of underperforming students. Tier 1 approaches are focused on supporting the implementation of effective first instruction. Tier 2 and 3 approaches are expected to use assessment data to identify appropriate instructional interventions to support the acceleration of student learning. The District professional learning system connects district and school priorities and needs with state and federal requirements and resources. The District coordinates its Title II, Part A activities to support District LCAP goals and Blueprint for Academic Success. The District dedicates LCAP, Title I, Part A, Title II, Part A, and Title III resources toward established priorities and outcomes.

The District monitors professional learning contributing to positive outcomes for high needs students through constant analysis of data during Director’s weekly meetings. Hanover Research is used to survey our teachers on the quality of professional learning provided. An internal PD survey captures teacher voice as we evaluate our PLS. Site leaders and district staff collect classroom walkthrough data which supports our understanding of current teacher capacity and future needs.

#### **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:**

The District evaluates Title II, Part A professional learning activities through analysis of multiple measures based on the California Dashboard in addition to the Local Control Accountability Plan Key levers and goals during Director weekly meetings. School leaders and district staff collect classroom walkthrough data which supports our understanding of current teacher capacity and future needs. After each professional learning session participant evaluations are reviewed. Once a year, District surveys capture teacher and support staff input.

The District consults with stakeholders to update and improve Title II, Part A-funded activities through participant evaluations to assess levels of participation, satisfaction, usefulness, and learning, as well as changes and improvements for future activities. Hanover Research is used to survey our teachers on the quality of professional learning provided. An additional internal survey captures teacher and school support staff input. Academic, behavioral, and student climate data is shared monthly with District Parent Advisory Committees, Board of Education reports, school leadership teams, and School Site Council on a regular basis.

BCSD was identified by KCSOS for its Foster Youth outcomes for Continuous Improvement Support. There is a committee made up of 11 members who meet with KCSOS to discuss and identify major challenges and reasons these challenges exist. A major challenge identified is a lack of communication and coherent systems that have resulted in inconsistent outcomes for students. Input from District parent advisory committee was sought through participation in the BCSD Stakeholder Feedback survey.

Coordination of Title II, Part A activities support LCAP goals and Blueprint for Academic Success. LCAP, Title I, Part A, Title II, Part A, and Title III resources are dedicated toward established priorities and outcomes. The District’s Professional Learning System contributes to a coherent system of educator learning and support that connects district and school priorities and needs with state and federal requirements and resources.

### TITLE III, PART A

#### **Title III Professional Development**Essa Section 3115(c)(2)

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

**This ESSA PROVISION IS ADDRESSED below:**

Bakersfield City School District is committed to effective high quality professional learning to enhance the ability of teachers, principals, and school support staff. All professional development is designed to support and improve the instruction and assessment of English Learners with a focus on increasing teaching and learning capacity in effective instructional pedagogy of curricula, formative and summative assessment practices, progress monitoring and language acquisition practices in Integrated and Designated English Language Development aligned to the ELA/ELD framework and the California ELD Standards.

Furthermore, the BCSD LCAP priorities and action items are aligned to the California English Learner Roadmap principles:

1. Assets-oriented and needs-responsive schools

2. Intellectual quality of instruction and meaningful access

3. System conditions that support effectiveness

4. Alignment and articulation within and across systems

The BCSD priorities for Title III professional Development for teachers, administrators, school and community-based organizational personnel:

1. Provide Instructional Specialists dedicated to the needs of English Language Learners

2. The ELL Instructional Specialists will train, coach, model, and provide feedback on explicit and intentional language routines using research based integrated and designated language acquisition strategies that include three key elements “Input”, “Output” and “Interacting in Meaningful Ways” in all content areas.

3. The ELL Instructional Specialists will also train, coach, and model effective use of supplemental resources and materials aligned to the district’s multi-tiered system of supports including academic, cultural, linguistic and social-emotional priorities.

4. A variety of professional Learning opportunities will be provided by grade spans during the calendar year including after contract hours as needed, quarterly Saturday trainings, monthly school cluster meetings, and summer workshops. Substitutes will be provided as needed.

For teachers and instructional coaches, the district provides professional learning throughout the summer and school year on TK-8 CCSS ELA/ELD, Math, Next Generation Science Standards, History/Social Studies, Balanced Literacy and TK-2 early literacy strategies to strengthen the instructional team’s capacity to deliver Good First Instruction. Specialized professional learning on TK-8 CCSS ELA/ELD and Math throughout the year to build special education teacher capacity for strengthening instructional alignment to IEPs. Instructional coaches, specialists and other resources are provided to support teachers in utilizing research based strategies to engage English Learners within and across all content areas. Professional learning to junior high/middle schools on the new ELD supplemental materials to build capacity for meeting the language needs of English Learner students. District provides a total of 7 days of summer professional learning to first and second year teachers on TK-8 CCSS ELA/ELD (5 days) of Summer Professional Development and (1 day) of English Language Arts and (1 day) of Math as part of New Teacher Orientation. Provide professional learning, onsite coaching, consultation and support for Behavioral Intervention Specialists and school support staff to ensure culturally responsive and strong implementation of PBIS for all tiers. Professional learning in building positive relationships and cultural responsiveness for all staff to promote the value of diversity and create a more welcoming climate and culture.

Professional learning for Principals on leadership topics such as: lesson observation protocol, teaching & learning framework, content standards for all subjects, research-based instructional practices, culturally responsive teaching methods, through a Multi-Tiered System of Supports to build leadership capacity through monthly Area Cluster Sessions and quarterly Administrative Leadership Institutes.

#### **Enhanced Instructional Opportunities**Essa Sections 3115(e)(1) and 3116

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

**This ESSA PROVISION IS ADDRESSED below:**

The BCSD priorities for Title III enhanced instructional opportunities for English Learners and for immigrant children and youth:

1. Training will be provided on a ten-week family literacy program designed to assist site personnel and parents become active models of reading for children.

2. Training, tutorials will be provided to site personnel and parents on academic strategies designed to assist in providing instructional support at home to increase academic, cultural, and socio-emotional adeptness to the U.S. educational system.

3. Community Based English Tutoring semester courses will be offered to parents/community members designed to increase opportunities to acquire the English language to assist students at home.

4. Monies will be dedicated to creating and building a home library and computer access to encourage English literacy at home for students.

BCSD is committed to student centered instructional programs and schools. Student academic, social-emotional and linguistic needs are a district priority and have committed state and federal funds in the LCAP to provide enhanced instructional opportunities.

DELAC Board Meeting 6/12/18

Review the Consolidated Application: LCAP & Title III Actions

LCAP/LEA Update stakeholder meetings were held on the following dates:

Management Team and Principals - 1/16/19, 1/17/19, 2/14/19, 3/7/19

Board Study Session - 2/21/19

Parent/Community Forum - 2/23/19

District Advisory Committee - 3/5/19

District English Learner Advisory Committee - 3/6/19

Union Representatives (Classified, Certificated, Skilled Trades) - 3/13/19

Student Representatives (from each school) - 3/13/19

The District English Learner Advisory Committee’s first meeting of the year includes a presentation reviewing and highlighting Title III activities, successes, and research based interventions and supports.

We have received positive feedback from staff, parents, and students about the various activities and resources Title III funds support including CBET, Rosetta Stone, Immigrant libraries, Family Literacy Project, and English Learner extended learning opportunities like STEMscopes, and Dive-In Engineering. DELAC parents specifically have shared their praise for all the information provided at the DELAC meetings including the following topics Special Education and English Learners, Mindfulness, ELPAC, ELD, Literacy, Report Cards, Learning English as adults, and the Expansion of Dual Immersion Programs.

#### **Title III Programs and Activities**Essa Section 3116(b)(1)

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

**This ESSA PROVISION IS ADDRESSED below:**

BCSD is committed to effective programs and activities through multi-tiered systems of support to increase English Learners’ academic, behavioral, social emotional, and language proficiency needs including the expansion of multilingual programs. All PD is designed to support and improve the instruction and assessment of ELs with a focus on increasing teaching & learning capacity in effective instructional pedagogy of curricula, formative and summative assessment practices, progress monitoring and language acquisition practices in Integrated and Designated English Language Development aligned to the ELA/ELD framework and the California ELD Standards.

Instructional specialists support the key look-fors of effective Designated and Integrated language development, program structure, and lesson delivery and provide training, coaching, modeling and feedback in best practices for language acquisition for biliteracy. Expanding the 90/10 model of dual immersion. “Family Literacy” materials and training.

Meaningfully consultation with stakeholders

Management Team and Principals

Board Study Session

Parent/Community Forum - 2/23/19, 5/6/19

District Advisory Committee - 3/5/19, 5/7/19

District English Learner Advisory Committee - 3/6/19, 5/15/19

Union Representatives (Classified, Certificated, Skilled Trades) - 3/13/19, 5/6/19

Student Representatives (from each school) - 3/13/19

Surveys were made available to the community, parents, students, and staff in English and Spanish. The surveys were online, at each school site, and at parent centers. 469 surveys received (364 English/105 Spanish). Students were invited to complete the student survey (2100 responses). The Community Forums were attended by hundreds of parents and community members.

The District publishes a quarterly newsletter that includes highlights of activities that demonstrate implementation of LCAP actions. The DELAC first meeting of the year includes a presentation reviewing and highlighting Title III activities, successes, and research based interventions and supports.

Superintendent and Asst Superintendent address concerns during open forums by clarifying how the district’s long term vision and mission are focused on addressing the needs of the district and share the short-term steps the district is currently taking to reach our goals. They explain the journey and process intentional change requires and call out specific examples of positive growth. The district also responds in writing to any concerns submitted in writing.

Each year DELAC parents do learning walks twice a year to evaluate the English Learner Programs. The following were presented to the board on 12/11/18:

Commendations:

Sites believe in their collective capacity to affect student achievement.

Open communication, pride and collaboration in meeting student needs

Classroom and campus environments were student centered, welcoming, well organized, and motivating. A safe and positive learning culture was evident.

Sites demonstrated a culture of access and inclusion. Students were encouraged to use a variety of learning resources, including their primary language, to learn content.

Newcomers were also speaking English with confidence.

Recommendations:

Identify and leverage exemplary teaching and learning classrooms to serve as model instructional learning environments for other teachers.

Ensure classroom instructional minutes are used effectively throughout the day using walkthroughs for progress monitoring.

Ensure all students are engaged in the learning by expanding the “farm to table” programs, adding to classroom libraries, and maintaining class size reduction.

Continue using Rosetta Stone as an effective English language resource for Newcomers.

The success of Title III actions are measured through the following metrics:

Student and parent attendance to district sponsored activities, events, and trainings

or access of district resources

District formative assessment results, ELPAC results

Reclassification rates

Learning Walk feedback

DELAC Evaluations

District created surveys

Designated ELD groups

Reclassification rates

Quarterly progress monitoring of ELs through MTSS process

Annual state testing

Quantitative and qualitative data collected through surveys and site visits (or learning walks) provide sufficient data to examine the effectiveness of activities.

Data is being collected and examined at various frequencies depending on the assessment to monitor performance and growth of all EL typologies to drive instruction. There are systems and structures in place to ensure sites are assessing, analyzing, and planning next steps using the assessment calendar, Professional Learning Community meetings, online data platforms, and the MTSS process.

We have high praise from staff, parents, and students about Title III supports including CBET, Rosetta Stone, Immigrant libraries, Family Literacy Project, and English Learner extended learning opportunities like STEMscopes.

#### **English Proficiency and Academic Achievement**Essa Section 3116(b)(2)(A-B)

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

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

(B) meeting the challenging State academic standards.

**This ESSA PROVISION IS ADDRESSED below:**

BCSD ensures that elementary and middle schools assist English learners in achieving English proficiency and meeting challenging state standards through our commitment to a culture of teaching and learning and believe grade level mastery of content standards (language, literacy, mathematics and the sciences). English Learners’ primary language is assessed as part of the multi-tiered system of supports. All schools are required to implement designated and integrated language supports goals, interim metrics and actions in their School Plan for Student Achievement.

Schools are held accountable for meeting English acquisition progress for English Learners, including how stakeholders are involved and what interim metrics will be used to determine success through the Comprehensive Needs Assessment and School Plan for Student Achievement. The Language Supports goal, interim metrics and actions are focused on meeting English acquisition for English Learners. EL progress monitoring includes data analysis of initial, mid-year and end of year formative and summative results. Student writing samples will be evaluated on a quarterly basis. Instructional specialists, English learner staff, site staff, site administration and parents will participate in site learning walks and provide feedback.

Schools are held accountable for meeting achievement goals for English Learners, including how stakeholders are involved and what interim metrics will be used to determine success through their School Plan for Student Achievement Goals and interim metrics. SPSA has six required sections for schools: English Language Arts, Language Supports, Mathematics, Social Emotional Learning, Family and Community Engagement, and Professional Learning. In the three academic achievement sections of the SPSA integrated and designated Language supports are identified and monitored. Schools monitor EL achievement goals through SBAC, ELPAC, STAR Reading, BAS, STAR Math, and IABs. School parent advisory committees and School Site Council receive site reports aligned to SPSA goals and interim metrics.

### TITLE IV, PART A

#### **Title IV, Part A Activities and Programs**Essa Section 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**This ESSA PROVISION IS ADDRESSED below:**

BCSD will utilize Title IV, Part A funds to deliver supplemental academic programming through our new Extended Learning Academy instructional model. Each school site will identify a specific STEAM Theme of Science, Technology, Engineering or Arts focus, and will leverage this focus area to offer students a well-rounded educational program, support a safe and healthy culture and to support the effective use of technology.

We consulted stakeholders (Principals, Site Leadership Teams, School Site Councils, District parent advisory committees, and private school officials) during the 2018-19 school year to develop the academic programming through the new Extended Learning Steam Academies.

Our needs assessment analyzed multiple measures based on the California Dashboard in addition to the Local Control Accountability Plan Key levers and goals. Input was received from stakeholders through surveys, Board Meetings, District Parent Advisory Committees, School Site Councils, Private School consultations, and Community Forums. Key findings from the needs assessment include the need for students to be engaged in their learning through Project Based Learning, the ability to work for an extended period of time to investigate and respond to complex challenges, and the need for our students to be creative and use critical thinking skills to be successful in college and the workforce.

Funds will be used for activities related to supporting well-rounded education through the support of one administrator, four certificated Instructional Specialists, professional learning, instructional programs, supplies and equipment to align the Project Based Learning with student academic, social-emotional learning, and safe and healthy needs to prepare our students for college and the workforce, with a focus on technological fields. The Academy Instructional model will offer students a well-rounded education program, support a safe and healthy culture, as well as activities to support the effective use of technology.

Well-rounded: $ 1,367,054. All Extended Learning Programs will incorporate either the Science, Technology, Engineering or Arts in their extended day. SSAE well-rounded program funds will support: 90% percent of salary for one Vice Principal on Special Assignment (VPOSA), and four Instructional Specialists, certificated extra-time for certificated Academy Leads to provide PD & coaching, consultants, certificated extra time to provide PD, and instructional supplies to align the Project Based Learning with student academic needs to prepare our students for college and the workforce in the Extended Learning Steam Academies.

The effective use of technology will be embedded within all STEAM Academies, PD, as well as the Technology and Engineering focused Extended Learning Programs. To improve the use of technology to advance academic achievement, academic growth and digital literacy of all students, $310,000 has been allocated to purchase devices such as Specdrum used with IPads to create music, bots to teach basic to intermediate coding.

Safe and healthy students: $ 419,263 SSAE program funds will support Healthy, Nutritional Education (Nine schools -Tier I Edible School Gardens, as well as PD in partnership with Grimmway Educational Foundation), and Physical Activities embedded in STEAM Academies. Funds to support these actions include: 10% percent of salaries for one VPOSA and four Instructional Specialists, certificated extra-time for certificated Academy Leads and Grimmway Educational Foundation PD, consultants, supplies for the edible schoolyards, and instructional supplies.

Based on the specific STEAM theme, schools partner with community partners to implement activities. For example, Grimm Family Foundation and Edible School Yard of Kern County have partnered with the Agriculture Academies to support the Agriculture Academy Gardens and Farm to Table program. In this garden, students are taught how to grow, harvest, cultivate the land, and feed themselves and nourish their families.

The STEAM Academies employ a Project Based Learning approach that more closely aligns with what students experience in college and the workforce. All students in Extended Learning will gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem or challenge. The BCSD STEAM Academies incorporate the Arts into their framework by recognizing that in order to be successful in technological fields, all students must also be creative and use critical thinking skills. STEAM innovation combines the mind of a scientist or technologist with that of an artist or designer.

The intended outcomes are to increase ELA and Math Dashboard scores, as well as decrease chronic absenteeism. The District will evaluate the effectiveness of the STEAM academies through ongoing data analysis, Board of Education presentations, feedback from stakeholders and surveys.

**Local Control and Accountability Plan (LCAP)**

**Every Student Succeeds Act (ESSA)**

# Federal Addendum Template

## LEA name:

Fresno County Office of Education

## CDS code:

10101080000000

## **Link to the LCAP:***(optional)*

[Provide 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 I, Part A; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A

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

## Instructions

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

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

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

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

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

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

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

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

## Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

All Court and Community School students are incarcerated, expelled from their mainstream districts, or assigned probationary status. Addressing the emotional and behavioral needs of this student population, including low-income, English Learner, Foster Youth and Special Education students, remains a very high priority. The LEA will utilize federal funds to continue to provide mentoring services to supplement the functions of school psychologists, in addition to staff implementation of, and continued training in, PBIS, Trauma Informed Care, and other programs. The LEA will continue to purchase classroom technology, including student laptops, J-Touch Panels and collaborative portals, in addition to training staff in the use of school technology to facilitate attendance and engagement.

The Court and Community School’s students often possess gaps in prior learning, poor past attendance, and reduced academic progress. All students, including low-income, English Learner, Foster Youth and Special Education students, possess individual areas of academic need. The LEA will continue to utilize federal funds to provide ongoing staff development with the FCSS Instructional Technology and Support, Visual and Performing Arts and Curriculum and Instruction departments. In addition, tutoring services, extended learning opportunities, EL intervention and purchases of educational technology will provide academic support. Court School and Special Education will continue to utilize federal funds for supplemental instructional support from paraprofessional staff.

Parent and community involvement, including parents of low-income, English Learner, Foster Youth and Special Education students includes engagement in student academic and behavioral success in addition to participation in PTA, SSC and other organizations. Bilingual services and parenting classes will continue to provide additional outreach opportunities.

## 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.

Federal funds will be utilized to supplement and enhance services provided to all students, including low-income, English Learner, Foster Youth and Special Education students. The LEA serves students with high rates of social/emotional needs and behavior issues, in addition to those in need of high levels of special education services.

Federal funds will continue to be utilized to provide psychologists to counsel students in need of emotional support in order to progress academically, in addition to staff development in the areas of emotional and behavioral supports. Funds will also continue to be utilized to hire staff to provide transition services as students enter and exit the programs. Supplemental Court School and Special Education paraprofessionals will be hired to serve students in need of higher levels of care, in order for them to access the instruction provided by other classroom staff. The LEA will continue to build extended learning opportunities for students, pay staff supplemental contracts to provide the service, and provide educational learning excursions to enhance and support classroom instruction. Professional development will be provided in the areas of curriculum and instruction, visual and performing arts, and the use of educational technology to enhance and supplement instruction. Staff will be provided for elective and summer school courses.

## 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 *(as applicable)* |

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

1. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. identifying students who may be at risk for academic failure;
3. providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. 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 *(as applicable)* |

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 *(as applicable)* |

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

1. 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
2. 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 *(as applicable)* |

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 *(as applicable)* |

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

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

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

### TITLE I, PART A

#### Poverty Criteria

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

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

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### **Educator Equity**Essa Section 1112(b)(2)

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

**This ESSA PROVISION IS ADDRESSED below:**

The LEA's Court and Community School sites operate in regards to student incarceration, probationary status and expulsion, with no relationship to income or ethnicity. SPED programs operate in regards to specific areas of student need and disability, with no relationship to income or ethnicity. Teachers that are identified as ineffective, inexperienced or out-of-field are identified through an annual credential review and assignment of mentors based on credential status or level of experience. Any teacher that is not credentialed to teach their assigned students, new to the field of teaching or new to their assigned student population is assigned an induction coach or peer assistance to support their development or attain a fully credentialed status.

Identification of disparity is identified through the credential review to determine if all students have a teacher that is credentialed in all areas of service identified on their Individualized Education Program (IEP). 80.2% of SPED students and 100% of Court School students between the ages of 5-18 were eligible for Free or Reduced Lunch. Because our population has a high number of students eligible for Free or Reduced lunch and the at-risk status of our students, we identify all teachers for support under this model. Although any disparity that exists is most likely connected to a shortage in teachers credentialed as specialized academic instruction for moderate to severe, we identify them as a disparity and establish support immediately. During the 2017-2018 and 2018-2019 school years, only one teacher was mis-assigned; a correction was made after it was found. Five second-year teachers and eight first-year teachers exist as of 2019, and are supported through induction and the Peer Assistance and Coaching programs. One teacher possessed a Special Education Limited Assignment Permit. There were no equity gaps between sites.

As part of the bi-annual evaluation process, teachers are identified as ineffective and assigned support in much the same way as the teachers identified above, in addition to other methods of mentorship and support.

#### **Parent and Family Engagement**Essa Sections 1112(b)(3) and 1112(b)(7)

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

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

**This ESSA PROVISION IS ADDRESSED below:**

The LEA will continue to involve stakeholder and family groups in the development and approval of the CSI plan for Alice M. Worsley School. This takes place during School Site Council and English Language Advisory Council meetings. The CSI Plan will include coaching and collaboration between Worsley staff and administration, in regards to addressing the school’s suspension and graduation rates.

The LEA family engagement policy was developed with participation from parents and stakeholder groups, including School Site Council and the District English Language Advisory Committee, in addition to Court and Community School site-level plan development with stakeholder groups that included Probation and mental health service providers. In regards to Special Education, School Site Council, Safety Committee and Parent Information events are all part of the process being developed to encourage parent or guardian involvement in their child’s education. As part of the special education requirements, all parents or guardians are either asked or required to participate in the annual Individualized Education Program (IEP) development and meeting however; many other methods of engagement are used to encourage on-going collaboration.

Parent engagement policies will be developed through the School Site Council meetings. Title I Parent Information Nights will be offered to explain how students with exceptional learning needs can; 1) access state standards; 2) how state assessments are used to drive instruction, curriculum and parent involvement in instruction; 3) connect to community resources; 4) and understanding the IEP process. These meetings will also explain the progress reports that are sent home and how to use those reports to support instruction for their child. Parents will be provided with communication that is aligned to the curriculum so that they may support the instruction while in the home environment.

The LEA will continue to provide school communications to parents of general and Special Education students in their home language, to the extent possible, and provide bilingual staff and translations services for SSC, ELAC, PTA and other parent meetings, including IEP and 504 meetings. The LEA will also continue to contract with the FCSS Parent Services department to attend weekly orientation meetings and hold parent education classes. These classes include literacy, budget planning, use of technology, and support for student academic success.

In addition to soliciting parent involvement in instructional development and planning, Special Education has implemented a process to encourage attendance and communication between the schools and home. An Office Assistant position has been established and a bilingual Office Assistant has been hired to staff an attendance line and make calls when families have not called in an absence for their child. Previously this was done by classroom staff which distracted from the teaching and learning process. Further, this provides a method for the families of students who speak Spanish to communicate even if the child’s classroom staff does not speak Spanish. For other languages, we will utilize a core group of staff members that are fluent in other languages. The implementation of this position will also encourage parents or guardians to ensure that students are in school every day. This position will also be responsible for reporting to the districts of residence for students if attendance becomes problematic. In addition to this method of communication with families, we have contracted with our student information system for a component that will allow communication calls to be used through automatic dialer and for a more readily available method of communication between the teacher and families and administration and families.

The Court and Community School program utilizes bilingual office assistants and other classified staff to provide bilingual support at all parent meetings and IEPs, in addition to providing translation to home languages. The LEA will provide other such reasonable support for parental involvement activities, as needed, per parent request. Special Education has identified eight Paraeducator positions as bilingual Paraeducators and will use those individuals to ensure parents have someone that they can communicate with in their home language. These individuals will serve as translators during IEP meetings and will provide a method of communication between home and school as needed.

The LEA will align parent involvement as described and required in this section with the LCAP stakeholder engagement process by streamlining the two processes into a single coherent system of parent and family engagement activities that reflect and represent both the LCAP and SPSA requirements in order to promote a more comprehensible, unified, and understandable system for parents to more easily and meaningfully engage in their child’s education.

The LEA will continue to involve stakeholder and family groups in the development and approval of the CSI plan for Worsley, during SSC and ELAC meetings. The CSI Plan will include coaching and collaboration in regards to addressing the school’s suspension and graduation rates.

The LEA family engagement policy was developed with participation from parents and stakeholder groups, including SSC and the DELAC, in addition to Court and Community School (CCS) site-level plan development with stakeholder groups that included Probation and mental health service providers. In regards to Special Education (SPED), SSC, Safety Committee and Parent Information events are all part of the process being developed to encourage parent or guardian involvement in their child’s education. As part of the SPED requirements, all parents or guardians are either asked or required to participate in the annual Individualized Education Program (IEP) development and meeting however; many other methods of engagement are used to encourage on-going collaboration.

Parent engagement policies will be developed through SSC meetings. Title I Parent Information Nights will be offered to explain how students with exceptional learning needs can; 1) access state standards; 2) how state assessments are used to drive instruction, curriculum and parent involvement in instruction; 3) connect to community resources; 4) and understanding the IEP process. These meetings will also explain progress reports that are sent home and how to use them to support instruction for their child. Parents will be provided with curricular communication so that they may support the instruction while in the home environment.

The LEA will continue to provide school communications to parents of general and SPED students in their home language, to the extent possible, and provide bilingual staff and translations services for SSC, ELAC, PTA and other parent meetings, including IEP and 504 meetings. The LEA will continue to contract with the FCSS Parent Services department to attend weekly orientation meetings and hold parent education classes, including literacy, budgeting, technology, and support for student success.

In addition to soliciting parent involvement in instructional development and planning, SPED established an Office Assistant position and a bilingual Office Assistant has been hired to staff an attendance line to call families regarding absences. This provides a method for the families of students who speak Spanish to communicate even if the child’s classroom staff does not speak Spanish. For other languages, we will utilize a core group of staff members that are fluent in them. This position encourages parents or guardians to ensure that students are in school every day. This position will report to the districts of residence if attendance is problematic. In addition, we have contracted with our student information system for a component that will allow communication calls to be used through automatic dialer and for a more readily available method of communication between the teacher and families and administration and families.

The CCS program utilizes bilingual office assistants and other classified staff to provide bilingual support at all parent meetings and IEPs, and translation to home languages. The LEA will provide other such reasonable support for parental involvement activities, as needed, per parent request. SPED has identified 8 bilingual Paraeducator positions to ensure parents have someone that they can communicate with in their home language. They will serve as translators during IEP meetings and will provide a method of communication between home and school as needed.

The LEA will align parent involvement as described and required in this section with the LCAP stakeholder engagement process by streamlining the two processes into a single coherent system of parent and family engagement activities that reflect and represent both the LCAP and SPSA requirements in order to promote a more comprehensible, unified, and understandable system for parents to more easily and meaningfully engage in their child’s education.

The LEA distributes the parent and family engagement policy to parents and family members of participating children through annual mailings, at parent engagement meetings and orientation meetings for new students and parents. Parents and family members with disabilities, and those of migratory children, will be provided interpreters, sign-language, visual aids, and other supports as appropriate. The FCSS Curriculum and Instruction department provides training to staff, teachers and administration in regards to communication and collaboration with parents. SPED trains teachers and staff annually, at monthly meetings and as new teachers are hired. Stakeholders and community members are included in the trainings, and provide guidance and feedback at SSC, ELAC, DELAC, PTA and LCAP engagement meetings.

#### **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:**

SWP: Describe SWP here, if SWP does not exist type "N/A"

The LEA’s Court and Community School program utilizes its contract with the Fresno County Superintendent of Schools Curriculum and Intervention, Visual and Performing Arts and Instructional Technology and Support departments to strengthen the overall academic program. This includes support to select and adopt curriculum; provide cross-curricular instruction between subjects; development of benchmarks and thematic units; and in-class coaching. In addition, students not meeting academic standards are provided tutoring and attend extended day and Saturday classes.

Additional professional development includes trainings in core academics, including writing and literacy; PBIS and Trauma Informed Care; culturally responsive instruction; and the use of instructional technology.

The program is evaluated through class walkthroughs; staff, student, parent and stakeholder surveys; academic, behavior and attendance data at the site and district level, through the California Dashboard and local assessments and benchmarks. Evaluation takes place during the annual LCAP process, at monthly site and district PLs, and at monthly leadership/coaching meetings.

The academic program for students with moderate to severe disabilities within Fresno County Special Education is based on three primary foundations. The first is Academic. An academically rich program is provided based on California State Standards with accommodations and modifications using Unique Learning Systems. This instructional approach integrates all core subjects along with the functional curriculum necessary to meet their individualized needs. The Second is Behavioral support. Behavior Support is foundational to our programs given the struggle with language and communication along with the need for a structured and predictable schedule. The third foundation is the connection with the family and community resources. These connections insure that the strategies and skills learned in the educational environment are carried over to the home and community.

Our professional development addresses the needs of our teachers and paraeducators. Our teachers participate in four trainings each year (called IMPACT). This year we provided PD on Trauma and its effect on our students, Legally Compliant Goals, Disability Awareness/Inclusion, and Human Trafficking. We determine what is needed based on the classroom walkthroughs, feedback from the districts within our SELPA and information that is needed for compliance and monitoring. Our paraeducators are provided support and training through study of the Evidence-Based Practices available on the CAPTAIN website, coaching by behavior specialists and monthly staff meetings to further develop their skills and knowledge.

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

N/A

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

N/A

The Fresno County Special Education Local Plan Area has become a SWP after the CARS report was completed.

#### **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:**

Annual training in the areas of homeless student support and rights and responsibilities is provided to Court School, Special Education and CTEC staff to ensure the delivery of services to support the education of students who are identified as homeless. Homeless liaisons have been identified at each site to support staff and students who are identified as homeless.

In the Court School program, children and youth identified as homeless during the enrollment and orientation process by a staff member funded in part by federal sources. The students are provided services that include expedited enrollment, referrals for health, housing and counseling services; transportation; school and personal hygiene supplies; parent education; transition; counseling; coordination with districts of residency; staff training in the areas of homeless student support; and assistance with college, financial aid and job applications.

Special Education children and youth are identified as homeless or foster youth through annual residency status questionnaires that will help staff to identify when there is the possibility of qualification under this status. Students eligible are given priority in processing referrals to ensure immediate enrollment and implementation of their IEP. Students will be enrolled immediately, without delay. Health Services staff will provide support in getting records or immunization as needed while the student is enrolled.

If a student does not have the necessary medical records that are needed to safely educate the student in a school environment, our Health Services Director will work with a physician to obtain temporary orders until the child has established the necessary medical doctor to acquire permanent orders.

If a student or parent/guardian is going to remain in their school of origin based on their homeless or foster status, transportation will be established as outlined in law at the time of occurrence.

#### **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:

1. through coordination with institutions of higher education, employers, and other local partners; and
2. 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:**

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.

N/A

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:

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

The Court and Community School transition program includes individualized meetings with students in regards to school credits and course scheduling. Students exiting the Alice M. Worsley School at the Juvenile Justice Campus attend a transition meeting with the student’s family, Worsley and the district of residency staff, and members of stakeholder groups. These include probation and mental health. The Violet Heintz Education Academy holds similar transition meetings with family, school, stakeholder and district of residency staff. An important element of the Transition Plan is the minors’ educational placement within the most appropriate community education program. Transitioning students receive individual support with the school psychologist, who coaches and provides them with an iPlan binder containing information regarding services and steps for transitioning into high school or postsecondary education programs, including enrollment information, personal contacts, and financial aid.

All Special Education students eligible under this category and served in our program have an IEP therefore transition services are planned and implemented based on the transition planning process required in the IEP. The annual IEP Team meeting is designed to discuss and plan for all necessary transitions including transition from Part C to Part B, elementary to middle school, middle school to high school, high school to either adult transition or college or career. Students’ needs will also be supported if they are enrolled concurrently in an Adult Transition program and DSPS or other vocational program through the community college. Coordination of the transition plan is conducted through Regional Center representatives’ attendance at the IEP and through coordination with community resources such as Exceptional Parents Unlimited (EPU), The California Autism Center, and other advocacy organizations.

Transitioning Court/Community students receive individual support with the school psychologist, who coaches and provides them with an iPlan binder containing information regarding services and steps for transitioning into high school or postsecondary education programs, including enrollment information, personal contacts, and financial aid. In addition, Fresno City College provides outreach to students at Alice M. Worsley through meetings with a counselor. The Violet Heintz Education Academy provides field trip visitations to Fresno State University. The Alice M. Worsley School completed the process of implementing a dual-enrollment program between the Court Schools and Fresno City College.

Special Education students' IEP Team meetings are designed to discuss and plan for all necessary transitions including transition from Part C to Part B, elementary to middle school, middle school to high school, high school to either adult transition or college or career. Students’ needs will also be supported if they are enrolled concurrently in an Adult Transition program and DSPS or other vocational program through the community college. Coordination of the transition plan is conducted through Regional Center representatives’ attendance at the IEP and through coordination with community resources such as Exceptional Parents Unlimited (EPU), The California Autism Center, and other advocacy organizations.

#### **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:

1. assist schools in identifying and serving gifted and talented students; and
2. 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:**

N/A

### 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:**

FCSS includes a Court Schools division that operates Court and Community school programs. The mission of the Court and Community Schools is to assess students’ educational needs; provide educational opportunities for all students which strive to develop positive self-esteem, academic skills, practical life and social skills; and provide relevant career technical education, assist students in completing their high school education, and/or in transitioning to other appropriate educational programs.

The Court and Community Schools include two very distinct populations of students:

The Alice M. Worsley Court School provides comprehensive educational services for students who are under the custodial care of the Fresno County Probation Department at the Juvenile Justice Campus. The school is in session year round. Enrollment at Alice M. Worsley School varies for each student as determined by the adjudication process of the juvenile courts.

The Violet Heintz Education Academy (VHEA) is Fresno County’s educational program for expelled and probation/court referred youth. VHEA’s approach is a treatment-oriented program among Fresno County Superintendent of School (FCSS), Fresno County Probation, Fresno City Police Department, Mental Health, substance abuse programs, and other collaborative partners. The school program provides educational programming for students who are court- ordered, probation-referred, on formal or informal probation, or who have been expelled from district schools. Students are provided with an educational program tailored to meet their individual academic learning level and behavioral needs. Students are typically enrolled for one to two semesters with the goal of transitioning back to their school of origin, college and/or career.

Approximately 75% of Court and Community School students are enrolled for fewer than 69 school days.

The Court and Community School transition program includes individualized meetings with students in regards to school credits and course scheduling. Students exiting the Alice M. Worsley School at the Juvenile Justice Campus attend a transition meeting with the student’s family, Worsley and the district of residency staff, and members of stakeholder groups. These include probation and mental health. The Violet Heintz Education Academy holds similar transition meetings with family, school, stakeholder and district of residency staff. An important element of the Transition Plan is the minors’ educational placement within the most appropriate community education program. Transitioning students receive individual support with the school psychologist, who coaches and provides them with an iPlan binder containing information regarding services and steps for transitioning into high school or postsecondary education programs, including enrollment information, personal contacts, and financial aid.

Funds are provided for guidance learning specialists at VHEA and Alice M. Worsley School to support student academic and transition success. Teachers on Special Assignment at each site provide instructional support in classrooms and during pull-out sessions. In addition, the Teachers on Special Assignment provide coaching support to classroom teachers in order to increase the delivery of instruction that meets the needs of all students. Paraprofessionals are funded at VHEA to provide individualized support that supplements and increases whole-class, group assignments and individual work provided by the classroom teachers.

#### **Formal Agreements**Essa Section 1423(2)

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

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

**This ESSA PROVISION IS ADDRESSED below:**

The LEA maintains formal agreements with the Fresno County Probation Department, which operates the Fresno County Juvenile Justice Campus (JJC). The LEA provides educational services through the Alice M. Worsley School at JJC. Collaboration and coordination processes between the Fresno County Superintendent of Schools and the Fresno County Probation Department at the Juvenile Justice Campus (JJC) are established to ensure communication and coordination between educators and probation staff.

Communication is facilitated through:

-Daily access by key school personnel to the JJC add and drop list of youth in custody

-School and Facility Administrators’ standing meetings

-Facility, “JJC”, Management Meetings

-School, Parents, Students, & Mental Health Systems' Evening Meetings

-Individualized Education Plan (IEP) and/or 504 Plan meetings and information sharing

-Weekly distribution of IEP student information

-School psychologists in regular communication with JJC personnel

-Intervention and/or Staffing Meetings

-Probation and Worsley School Staff Data Sharing Meetings

-Positive Behavior Intervention & Supports (PBIS) practices

-School transition liaison and weekly transition meetings with the probation officer, students, parents, and collaborating agencies

-Monthly Safety Committee Meetings

-Quarterly participation in school staff meetings for safety trainings and review

#### **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:**

In the context of the information in the previous prompt, the Alice M. Worsley School maintains daily written and oral communication, weekly planning meetings and monthly collaborations regarding classroom instruction, overall site academic and behavior data, and individual student educational and emotional health progress. These meetings include the progression of Special Education and English Learner students. As the Alice M. Worsley School is located in a Juvenile Justice Campus with restrictions on internet access and supplemental online curriculum, these discussions include identifying methods of providing comparable instructional technology and collaboration as the students received in mainstream schools. The school is therefore able to provide appropriate and comparable online access, one-to-one student laptops, J-Touch panels and more.

School staff members and administration share daily rosters with the JJC staff as they escort students to assigned classrooms, including identified additional supports such as Special Education services, English Language Development, dual enrollment with Fresno City College, academic acceleration, credit recovery, Regional Occupational Programs (ROP), and reading and math intervention. The school has earned WASC accreditation for over 20 years and offers standards-based curriculum for core instructional material in all subjects and accrue credits accordingly. The school administers state-mandated and more frequent local assessments to gauge student learning. The data is analyzed and utilized to drive instruction.

#### **Successful Transitions**Essa Section 1423(4)

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

**This ESSA PROVISION IS ADDRESSED below:**

The transition program includes individualized meetings with students in regards to school credits and course scheduling. Students exiting the Alice M. Worsley School at the Juvenile Justice Campus attend a transition meeting with the student’s family, Worsley and the district of residency staff, and members of stakeholder groups. These include probation and mental health. An important element of the Transition Plan is the minors’ educational placement within the most appropriate community education program. Transitioning students receive individual support with the school psychologist, who coaches and provides them with an iPlan binder containing information regarding services and steps for transitioning into high school or postsecondary education programs, including enrollment information, personal contacts, and financial aid.

Subsequent to transition, Worsley staff utilize CALPADS and contact the student’s home and mainstream school to confirm successful transition. If the student has not enrolled in their mainstream school of residency, Worsley staff attempt contact multiple times to encourage and provide support to complete transition.

The Fresno County Court School PTA has actively supported student success for nearly 30 years and is represented by community stakeholders including but not limited to the Fresno County Office of Education, Fresno County Probation Department, Fresno County Sheriff's Department, State Center Community College District, Fresno Police Department personnel, and parents. Students enrolling in higher education are informed of and encouraged to apply for the Worsley Foundation scholarship grants upon graduation from high school.

#### **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:**

All Court School students are incarcerated, expelled from their mainstream districts, or assigned probationary status. 20% of enrolled students are in Special Education, as compared with 10% in the county’s mainstream school districts. Although the number of students obtaining SST or Section 504 services fluctuates, they represent a very significant number. The vast majority of Court School students, both Special Education and general education, possess substance abuse and other social/emotional concerns that directly impact their academic progress, including those brought about by emotional trauma suffered throughout their youth. Many students also have very significant gaps in prior learning due to suspension and other attendance issues from their mainstream districts of residency.

As such, the LEA will supplement and enhance services that address the emotional, behavioral and academic needs of the students in order to provide them full access to classroom instruction. These supplemental and aligned services include school psychologists for emotional support; teachers on special assignment for academic and coaching support for classroom instruction; academic tutors for individualized instruction; and alignment and collaboration with Probation mental health and other services within the JJC facility.

#### **Social, Health, and Other Services**Essa Section 1423(6)

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

**This ESSA PROVISION IS ADDRESSED below:**

The LEA will continue to partner with mental health agencies, mentoring programs and probation staff. In addition, students will continue to have access to psychological counseling and other services. Court School students at the Alice M. Worsley School attend bi-weekly meetings with all collaborative partners to address learning outcomes, transition, and more. Individual counseling and mentoring services are provided regularly. The Fresno County Superintendent of Schools Foster Youth Services department provides further information regarding community resources and assist students and families by serving as liaisons and facilitating communication and the initiation of services with outside agencies. These include Fresno County Economic Opportunities Commission, substance abuse treatment services, Department of Rehabilitation, adult education groups, the State Center Community College District, Planned Parenthood and Barrios Unidos.

#### **Postsecondary and Workforce Partnerships**Essa Section 1423(7)

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

**This ESSA PROVISION IS ADDRESSED below:**

The LEA will continue to provide a Welding Career and Technical Education course, placing dozens of students in careers after they depart the Alice M. Worsley School at the Juvenile Justice Campus. The LEA will continue to provide an Agriculture Science teacher at the Alice M. Worsley School to further broaden the range of courses and career opportunities for students.

A wide range of support is provided to Court School students who are interested in attending college. Teachers on Special Assignment providing orientation and transition services offer students assistance with college placement testing (on-site at Court School), class registration, financial aid application process (FAFSA), and more.

A State Center Community College District (SCCCD) College Relations Specialist provides invaluable and ongoing support to current and former students wishing to enroll at any of the community colleges in the State Center Community College District (Fresno, Reedley, Madera, Oakhurst, and Clovis). While enrolled, students have the opportunity to attend college presentations throughout the year, and selected students meeting academic and furlough eligibility may attend an annual field trip to the SCCCD Career and Technology Center and Community College Campus. Students participate in a guided tour of each campus and have an opportunity to meet and interact with students, instructors, and other faculty members at each site. Additionally, the Specialist meets individually with students upon request to assist with the college transition planning.

The Fresno County Court School PTA has actively supported student success for nearly 30 years and is represented by community stakeholders including but not limited to the Fresno County Office of Education, Fresno County Probation Department, Fresno County Sheriff's Department, State Center Community College District, Fresno Police Department personnel, and parents. Students have access to activities and opportunities at the school and within the community through the Court School PTA and Alice M. Worsley Foundation. An example of this support is the Court Schools PTA/Alice M. Worsley Foundation Scholarship program offering annually renewable scholarships up to $1,000 to Court School students who are continuing their education.

#### **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:**

Parent and family member engagement for Alice M. Worsley School students will continue to include participation in the PTA, School Site Council; English Language Advisory Council; IEP and 504 meetings; and Title I Parent Information meetings. The program will continue to provide bilingual staff and translation services for all meetings, which will include individual educational achievement and overall school progress data.

The school will continue to provide school communications to parents of regular and Special Education students in their home language, to the extent possible.

During transition and other meetings with parents, staff will collaborate with Probation and mental health support staff to support successful transitions, in addition to assistance with avoiding gang, substance abuse and other delinquent activities.

In addition, the Fresno County Superintendent of Schools Parent Services department will continue to offer parent education classes in the areas of technology, student academic support at home, and other topics in support of family members.

#### **Program Coordination**Essa Section 1423(9–10)

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

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

**This ESSA PROVISION IS ADDRESSED below:**

The LEA will continue to provide a Welding Career and Technical Education course, placing dozens of students in careers after they depart the Alice M. Worsley School at the Juvenile Justice Campus. The LEA will continue to provide an Agriculture Science teacher at the Alice M. Worsley School to further broaden the range of courses and career opportunities for students. These courses' curricular, facility and material resources are assessed and provided, in coordination and collaboration with the Probation department and its programs at the Juvenile Justice Campus.

#### **Probation Officer Coordination**Essa Section 1423(11)

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

**This ESSA PROVISION IS ADDRESSED below:**

The LEA will continue to work with probation officers to assist in meeting the needs of students transitioning from the Alice M. Worsley School at the Juvenile Justice Campus. Probation officers attend the transition meetings mentioned in above prompts, in addition to student IEPs and Section 504 meetings, and are members of the School Site Council, English Language Advisory Council and PTA. LEA and probation staff share data in regards to student academic and behavioral progress and make facility and school decisions on a daily basis, with larger collaborative groups meeting on a monthly basis. Probation counselors are in all classrooms at Worsley School.

The probation department is implementing new procedures regarding behavioral supports for their students; Worsley staff and administration attend meetings and are aligning school behavioral support procedures.

#### **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:**

All students, upon entry to the Court School program, are provided with a credit analysis and individualized learning plan that includes information regarding special needs. These include existing IEP, SST and Section 504 plans, which are updated as appropriate. Probation and other correctional facility staff are informed and updated in regards to each student’s plan and progress being made. This takes place on a daily basis in addition to larger collaborative meetings that take place each month. Probation staff also attend IEP and Section 504 meetings, meet regularly with transition staff, and attend transition meetings.

#### **Alternative Placements**Essa Sections 1423(13)

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

**This ESSA PROVISION IS ADDRESSED below:**

The Court and Community School transition program includes individualized meetings with students in regards to school credits and course scheduling. Students exiting the Alice M. Worsley School at the Juvenile Justice Campus attend a transition meeting with the student’s family, Worsley and the district of residency staff, and members of stakeholder groups. These include probation and mental health. The Violet Heintz Education Academy holds similar transition meetings with family, school, stakeholder and district of residency staff. An important element of the Transition Plan is the minors’ educational placement within the most appropriate community education program. Transitioning students receive individual support with the school psychologist, who coaches and provides them with an iPlan binder containing information regarding services and steps for transitioning into high school or postsecondary education programs, including enrollment information, personal contacts, and financial aid.

Transitioning Court/Community students receive individual support with the school psychologist, who coaches and provides them with an iPlan binder containing information regarding services and steps for transitioning into high school or postsecondary education programs, including enrollment information, personal contacts, and financial aid. In addition, Fresno City College provides outreach to students at Alice M. Worsley through meetings with a counselor. The Violet Heintz Education Academy provides field trip visitations to Fresno State University. The Alice M. Worsley School and VHEA completed the process of implementing a dual-enrollment program between the Court Schools and Fresno City College. The CTE welding instructor at Worsley School networks with businesses in order to provide jobs and opportunities for apprenticeship programs.

### TITLE II, PART A

#### **Professional Growth and Improvement**Essa Section 2102(b)(2)(B)

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

**This ESSA PROVISION IS ADDRESSED below:**

The LEA receives less than $40,000 in Title II, Part A funds. It will continue to provide evidence-based professional development for California Standards implementation and curriculum support, integration of technology in classrooms; contracted with curriculum and instruction experts to provide professional development and coaching in curriculum implementation; English Language Development curriculum implementation and classroom instruction support; Arts Integration; coaching to support student engagement strategies and literacy across the curriculum; cross-curricular teaching; textbook adoption; writing benchmarks; and substitute teacher costs to allow teachers to attend.

Professional development for Court, Community staff is provided by the Fresno County Superintendent of Schools Curriculum and Instruction, Visual and Performing Arts and Instructional Technology and Support departments, in addition to outside PD as appropriate. This includes staff training in the use of instructional technology; Trauma Informed Care; culturally informed instruction; core academic instruction; literacy and writing; English Language Development; and much more.

These are the ways teachers are supported through the beginning, middle and later in their teaching careers: the LEA provides teacher development support, including the Peer Assistance and Coaching and Teacher Induction. It also notifies teachers as to their credential status and renewal requirements, in addition to other trainings as appropriate. Administrators’ beginning years are supported by the Clear Administrative Service Credential program, where administrators obtain their clear credential through coaching and appropriate professional development. Middle and later years of service will be supported through professional learning as deemed appropriate through evaluations and observations.

The Court and Community Schools utilize student performance data, including the areas of local assessment, behavior and attendance, in addition to dashboard data to guide and adjust areas of professional development need. This data is analyzed at the program, site and student group level, although the high student turnover rate means that student groups continually shift in areas of achievement and need. As a program serving the needs of at-risk students, persistent areas of need include suspension, attendance and academics. Special Education conducts four IMPACT trainings for all teachers each year. In addition, professional development is provided in the areas of trauma informed practices, legally compliant goals, disability awareness/inclusion and human trafficking. Professional development adjustments are based upon classroom walkthroughs, feedback from districts within the SELPA and information that is needed for compliance and monitoring.

#### **Prioritizing Funding**Essa Section 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**This ESSA PROVISION IS ADDRESSED below:**

The LEA receives fewer than $40,000 in Title II, Part A funding. The LEA’s school sites serve an exclusively high need student population. Special Education serves the needs of adult transition, autistic, conduct disorder and other students requiring SPED services. Court and Community School students are in custody, on probation, or expelled from their mainstream districts of residency.

For this reason, and as noted in the above section, Court and Community School program utilizes its portion of the Title II, Part A funding in its contract with the FCSS Curriculum and Instruction, Visual and Performing Arts and Instructional Technology and Support departments. Coaching from these departments includes work with students, teachers and administration in the areas of classroom instruction, behavior modification and support, and the use of instructional technology. This will be aligned with CSI funding that will be utilized on an additional contract with Curriculum and Instruction to address Alice M. Worsley School’s suspension and graduation rates.

The LEA will continue to evaluate the effectiveness of the use of Title II, Part A funding through monthly meetings of the Court and Community School leadership and coaching teams. Analyzed data includes classroom visitations, staff and student surveys regarding the use and effectiveness of coaching and instructional strategies, and local behavior and academic data. Special Education professional development decisions are based upon classroom walkthroughs, feedback from districts within the SELPA and information that is needed for compliance and monitoring.

As noted prior, the vast majority of Court/Community School and Special Education students are eligible for Free or Reduced Lunch and serve high need and at-risk students. Therefore, all sites are considered high need. Staff and stakeholders will continue to be involved in the review of the LEA’s Title II, Part A funded activities at monthly site and program meetings, including School Site Council and other collaborative meetings in the Court and Community and Special Education programs. In addition, the LEA’s annual LCAP process includes between 15 and 20 stakeholder meetings to review outcomes and update the Plan, including Title II, Part A funded activities. If sites demonstrate a higher need than others, the LEA will prioritize funding as appropriate.

#### **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:**

On a monthly basis, The LEA will continue to evaluate the effectiveness of the use of Title II, Part A funding through monthly meetings of the Court and Community School leadership and coaching teams. Analyzed data includes classroom visitations, staff and student surveys regarding the use and effectiveness of professional learning, coaching and instructional strategies, and local behavior and academic data.

On an annual basis, the LEA will continue to utilize data collected during the annual LCAP process, which includes feedback from all staff and students, to annually review and revise professional development. In addition, the LEA will review data in the DASS dashboard at the district and site level as one source of metrics that reflect the effectiveness of professional learning throughout the year.

Stakeholders will continue to be involved in the review of the LEA’s Title II, Part A funded activities at monthly site and program meetings, including School Site Council and other collaborative meetings in the Court and Community and Special Education programs. In addition, the LEA’s annual LCAP process includes between 15 and 20 stakeholder meetings to review outcomes and update the Plan, including Title II, Part A funded activities.

The LEA will utilize data collected during the annual LCAP process to continually review and revise professional development. Special Education professional development decisions are based upon classroom walkthroughs, feedback from districts within the SELPA and information that is needed for compliance and monitoring.

Title II, Part A funding is utilized alongside professional development funding sources, including Title I, Part A and Title I, Part D.

### TITLE III, PART A

#### **Title III Professional Development**Essa Section 3115(c)(2)

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

**This ESSA PROVISION IS ADDRESSED below:**

The LEA receives less than $20,000 Title III, Part A funds annually. The Court and Community School program utilizes its share for inclusion within the contract with Curriculum and Instruction department. Teachers receive individualized coaching and training in the use of SDAIE strategies, and the means to best support English Learners in whole class, small group and individual instruction. This includes in-class modeling, development of thematic English Language Development units, and more. In addition, teachers attend English Learner network meetings and participate in English Language Development trainings, including the BELIEF staff development series.

Professional development activities to support Special Education English Learners include professional development opportunities specific to assessment of English Learner Status (VCCALPS) and developmentally appropriate language goals, which support language development for the English Learner. In addition, teachers either new to their position or to their assignment are assigned an induction coach. The coaches are charged with mentoring these teachers in instruction and assessment for English Learners. The Induction Coach provides on-going support and training throughout the year to ensure sufficient intensity and duration, which ensures a positive and lasting impact on the instruction and assessment provided by the teacher. Data is gathered during walk-through visits by administration and self-assessment by teachers in order to gauge the professional development needs to support language development. Once collected, administration and teachers analyze the results of the walk-throughs, prioritize the needs assessment and determine a plan of action based on that data.

Professional development for all teachers and district representatives that host classrooms within their school sites address the questions of equity and access. An inclusion checklist is discussed with teachers, district, and county administration to identify areas in which collaborative approaches will further develop inclusive practices within our students’ learning environments.

Teachers and administrators have developed grade-level meetings in which they determine the design and structure of the curriculum to ensure access to all students. These meetings also entail development of goals to ensure that all teachers are held accountable for delivery of quality instruction.

#### **Enhanced Instructional Opportunities**Essa Sections 3115(e)(1) and 3116

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

**This ESSA PROVISION IS ADDRESSED below:**

N/A

#### **Title III Programs and Activities**Essa Section 3116(b)(1)

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

**This ESSA PROVISION IS ADDRESSED below:**

On a monthly basis, The LEA will continue to evaluate the effectiveness of the use of Title III, Part A funding through monthly meetings of the Court and Community School leadership and coaching teams. Analyzed data includes classroom visitations, staff and student surveys regarding the use and effectiveness of coaching and instructional strategies, and local behavior and academic data. Special Education utilizes School Site Council and other parent/stakeholder meetings with school staff.

On an annual basis, the LEA will continue to utilize data collected during the annual LCAP process to continually review and revise services provided to English Learners. In addition, the LEA will review data in the DASS dashboard at the district and site level.

Stakeholders will continue to be involved in the review of the LEA’s Title III, Part A funded activities at monthly site and program meetings, including School Site Council and other collaborative meetings. In addition, the LEA’s annual LCAP process includes between 15 and 20 stakeholder meetings to review outcomes and update the Plan, including Title III, Part A funded activities.

Court and Community School English Learner students receive additional instruction in an English language development class at Alice M. Worsley School if their English language acquisition levels require such support. The EDGE curriculum is utilized in the instruction of English Learners. English Learners also receive one to one pull-out support by teachers with CLAD certification.

Special Education students who are identified as English Learners are placed in an English language development class for one additional period to help with English language acquisition. High-risk students are seen by a teacher on a one-on-one basis to ensure that all English Learner students have access to learning. Students requiring less intensive support receive pullout services by a teacher with CLAD or BCLAD certification.

Language instruction is one of the most important components of our classrooms and instruction, given that the majority of our students are either non-verbal or limited in language coupled with identification as an English Learner. The LEA has implemented the Special Education Unique Learning Curriculum, which supports English Development and language development through use of verbal and non-verbal supports. A supplement to the Unique Curriculum is an option that is purchased called Symbolstix. This optional component allows consistent visual supports to be developed across our programs. Use of picture exchange systems, such as Symbolstix, and visual supports helps students with receptive and expressive language development. This curriculum is supplemental and weaves the state standards into all lessons.

Speech services are provided as appropriate and identified into the Individualized Education Programs (IEPs) for students in need of that level of support. Speech services supplement the standard curriculum, maximizes the use of the Unique Curriculum and Symbolstix and addresses the individual’s needs as appropriate. The combination of Symbolstix and Speech services in the classrooms ensures that transitions from classroom to classroom does not cause regression in language development. For students that have direct speech services on their IEP, developmentally appropriate language goals are developed and monitored throughout the year. Each year during the annual IEP, new goals are developed based on present levels of language development and language fluency.

Metrics include the Ventura County Comprehensive Alternate Language Proficiency Survey for Students with Moderate-Severe Disabilities, ELPAC results, teacher evaluation, parental consultation and individual student academic achievement utilizing local and state assessments.

#### **English Proficiency and Academic Achievement**Essa Section 3116(b)(2)(A-B)

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

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

(B) meeting the challenging State academic standards.

**This ESSA PROVISION IS ADDRESSED below:**

Although the LEA’s Court and Community School student population, including English Learners, is highly transient, and Special Education’s EL students possess moderate to severe disabilities, the LEA will ensure that all schools support EL students in achieving English Proficiency and meeting state standards.

This will be achieved through the LEA’s accountability measures. They include an evaluation of each site’s Single Plan for Student Achievement to ensure alignment with the Fresno County Superintendent of Schools LCAP, and that each plan’s goals include academic, behavior and attendance supports for English Learners.

Stakeholders are involved during between 15 and 20 LCAP meetings, in addition to monthly site School Site Council, English Language Advisory Council and PTA meetings. The district-level District English Language Advisory Council provides involvement as well.

All academic, behavior and attendance metrics apply to English Learners. Site-level data for EL students is reviewed at the above-mentioned site and district meetings. The LEA will ensure that the appropriate meetings are held, and that English Learner progress is reviewed and analyzed, by reviewing agendas and minutes. If EL students are not meeting the site and district’s academic, behavior and attendance metrics, the LEA will review the decisions made in regards to instruction and coaching.

### TITLE IV, PART A

#### **Title IV, Part A Activities and Programs**Essa Section 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**This ESSA PROVISION IS ADDRESSED below:**

The LEA received less than $90,000 in Title IV, Part A funds, spread across Court/Community Schools, Special Education and Foster Youth Services, and will continue to transfer these funds to Title I, Part A to more effectively support appropriate activities and programs in the three departments.

The LEA has continued to review and reflect upon data regarding the pre-Title IV, Part A programs and activities in the areas of well-rounded education, safe and healthy students and the effective use of technology. This review and reflection takes place during monthly site-level School Site Council, PTA, PLCs and English Language Advisory Council meetings. At the LEA level, the review and reflection takes place during the LCAP review and engagement process that includes stakeholder, staff and student collaboration. The LEA determined that Title IV, Part A funds would be best utilized through the support of these existing programs and activities.

Foster Youth Services will continue to utilize its share in the funding of a summer program for the foster youth of Fresno County. This summer program offers academic and health-related activities that support well-rounded education and the safety and health of attending students.

Court and Community Schools will continue to utilize its share of Title IV, Part A funds in the contract with the Fresno County Superintendent of Schools Curriculum and Instruction, Visual and Performing Arts and Instructional Technology and Support departments. Professional development and coaching through this contract includes ELA/ELD thematic unit and benchmark design; Trauma-Informed Care practices; cross-curricular instruction; development of benchmarks and analysis; in-class modeling and coaching; utilization and coaching in the use of classroom instructional technology; and more.

Special Education will to continue to contract and collaborate with Planned Parenthood to fulfill requirements under the California Healthy Youth Act (CHYA) in providing comprehensive sexual health education. This training will be provided at least once during middle school and once during high school for all students. Funds will be used to modify curriculum to meet the needs of students with intellectual disabilities, Deaf or hard of hearing, or who have emotional disturbance. All modifications to curriculum will continue to fulfill the requirements of the CHYA.

Funding will also provide for technology in classrooms to support curriculum access including interactive touch screens, internet access and tablets that utilize voice output software. Students that are not able to communicate verbally are able to use these types of assistive technology devices to facilitate communication.

English Proficiency and Academic Achievement will be supported through several professional development opportunities for teachers and Paraeducators during the 2018-19 school year. The first opportunity will be to provide professional development on the Ventura County Comprehensive Alternate Language Proficiency Survey (VCCALPS). This training is required annually to ensure appropriate use of the survey and valid data for decision making when considering reclassification of English Learners. This training will also include continued professional development in accordance with California English Language Development (ELD) Standards.

The next opportunity is through the Induction process in which high-performing educators are matched with teachers who are either new to the field of education or new to their particular assignment. This ensures that these teachers are considering the particular needs of English Learners in their classroom and with their curriculum. Support providers will meet with the inductee regularly to help them plan curriculum and instruction, analysis test data to drive instruction, and offer opportunities for them to observe others that are considered high-performing or effective in the classroom.

**Local Control and Accountability Plan (LCAP)**

**Every Student Succeeds Act (ESSA)**

# Federal Addendum Template

## LEA name:

West Contra Costa Unified

## CDS code:

07617960000000

## **Link to the LCAP:***(optional)*

[Provide 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 I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

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

## Instructions

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

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

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

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

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

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

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

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state’s Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA’s plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA’s LCAP.

## Strategy

Explain the LEA’s strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA’s LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA’s broader strategy reflected in the LCAP.

WCCUSD works strategically in an ongoing and reflective basis to design and implement programs and initiatives across all funding sources to impact student learning. Particular attention is paid to meeting the needs of our English Learners, Foster Youth and students identified for Free/Reduced lunch. Several key elements are foundational to this strategic planning work:

* Engagement of all stakeholders, included parents/guardians, community partners/organizations, teachers, administrators, support staff and student through a variety of forums: community meetings, regional gatherings, school-site hosted events and online and written surveys;
* Ongoing reflective use of data systems as the basis for decision about the implementation of new programs and the ongoing assessment of the effectiveness of the existing/ongoing initiatives: SBAC, English Learner data, local assessments, suspension, office referral and attendance data, graduation rates, D's and F's for high school students, A-G completion rates, dropout rates, survey of college acceptances, levels of participation in multi-tiered systems of support (MTSS) and Data from our Special Education programs.
* Focus on our Achieving Students and Engaged Communities goals involves the integration of culturally responsive practices throughout all aspects of WCCUSD, including our work with Practices for African American Students (PAAS) and Multi-cultural and Multi-lingual Services (MMS)

## 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.

WCCUSD employs a wide variety of strategies designed to support the alignment of program funding focus and implementation across the district.

Goal 1 - Achieving Students: WCCUSD staff analyze trends based on data and research (programs, training, infrastructure, technology, etc.) to address student learning needs. Then, staff with knowledge of the program focus and compliance requirements of each funding source meet to coordinate and align program plans/design/implementation and allowable funding. During these coordination session. WCCUSD staff analyze the focus, intent and compliance requirements of available funding streams and provide technical support to ensure that all funding sources are widely deployed to attain optimum results for our students.

Goal 2: Thriving Employees: relevant, engaging and high quality profession development on current topics aligned to District and site vision and plans is available to all employees. These PD sessions include topics such as curriculum, planning with data, culturally responsive strategies, support for early learners, working with Special Ed students, strategies to support struggling learners, STEM and mathematics. Support for staff is provided through job-embedded coaching, collaboration and support with and by peers.

Goal 3: Engaged Communities: WCCUSD staff plan, organize and support a variety of forums throughout each school year for all stakeholder to provide robust feedback on the design, focus and alignment of programs.

- Departments across WCCUSD have systems in place and are prepared to engage in ongoing monitoring of program implementation so they are able to respond to changing conditions and then, work to modify and augment programs to ensure the services being provided are high quality and are as efficient and responsive to student needs as possible.

## 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 *(as applicable)* |

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

1. developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. identifying students who may be at risk for academic failure;
3. providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. 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 *(as applicable)* |

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 *(as applicable)* |

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

1. 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
2. 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 *(as applicable)* |

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 *(as applicable)* |

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

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

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

### TITLE I, PART A

#### Poverty Criteria

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

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

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### **Educator Equity**Essa Section 1112(b)(2)

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

**This ESSA PROVISION IS ADDRESSED below:**

On an annual basis, WCCUSD collects information regarding teacher inexperience levels, out of field teachers and ineffective/misassigned teachers. This data is submitted to CDE for inclusion in the state-wide data collection process. The following data for 17-18 was collected and reviewed:

Our 3 elementary schools with the highest poverty levels of 95% to 97.9% have inexperienced teachers as follows: Martin Luther King with 20 teachers total has 4 (or 20%), Verde Elementary with 13 teachers total has 4 (or 30.8%) and Coronado Elementary with 16 teachers total has 5 (or 31.2%). Our elementary school with the lowest poverty levels of 8.1% has 1 of 21 teachers (4.76%). Low income elementary students are taught at a higher rate by inexperienced teachers than low poverty students.

Our 3 middle schools with the highest poverty levels of 81.9% to 92.8% have inexperienced teachers as follows: Helms Middle with 37 teachers total has 13 (or 35.1%), Lovonya DeJean with 22 teachers total has 9 (or 41.9%), and Crespi with 16 teachers total has 5 (or 31.2%). Hercules, our middle school with the lowest poverty level of 44.4% has 5 of 27 teachers (18.5%) Low income middle students are taught at a somewhat higher rate by inexperienced teachers than low poverty students.

Our 3 high schools with the highest poverty levels of 77.7% to 96.5% have inexperienced teachers as follows: John F. Kennedy with 38 teachers total has 14 (or 36.8%), Richmond High School with 70 teachers total has 26 (or 37.1%), and Greenwood Academy with 16 teachers total has 3 (or 18.8%). El Cerrito, our high school with the lowest poverty level of 44.1% has 14 of 63 teachers (22.2%). Low income high school students are taught at a higher rate by inexperienced teachers than low poverty students.

Our 3 elementary schools with the highest percentage of minority students of 98.6% to 99.3% have the following number and percentage of inexperienced teachers: Verde Elementary with 13 teachers total has 4 (or 30.8%), Peres Elementary with 23 teachers total has 4 (or 17.4%), and Lincoln Elementary with 20 teachers total has 5 (or 25%). Minority elementary students are taught at a higher rate by inexperienced teachers than low poverty students.

Our 3 middle schools with the highest percentage of minority students of 93.1% to 98.6% have the following number and percentage of inexperienced teachers: Helms Middle with 37 teachers total has 13 (or 35.1%), Lovonya DeJean with 22 teachers total has 9 (or 41.9%), and Hercules with 27 teachers total has 5 (or 18.5%). Korematsu, our middle school with the lowest percentage of minority students of 44.4% has 5 of 27 teachers (18.5%). Minority middle school students are taught at a higher rate by inexperienced teachers than low poverty students.

Our 3 high schools with the highest percentage of minority students of 94.2% to 99% have the following number and percentage of inexperienced teachers: Richmond High School with 70 teachers total has 26 (or 37.1%), John F. Kennedy with 38 teachers total has 14 (or 36.8%), and Hercules High with 41 teachers total has 7 (or 17.1%). El Cerrito, our high school with the lowest percentage of minority students 72.5% has 14 of 63 teachers (22.2%).Minority high school students are taught at a higher rate by inexperienced teachers than low poverty students.

Ineffective and out of area teachers: during the 2017-18 school year, WCCUSD had no teacher under GELAP. Data indicates that 14 teachers were working with GELAP provisions at 9 different schools which spanned the entire range of high poverty, high student minority rates to low poverty, low minority rates. These teacher data sets are annually reviewed by a number of WCCUSD departments and stakeholders:

Initially, the above teacher data is shared at the management level to examine and analyze the trends in teacher retention and placement specifically. Next, the site demographics are included in the review of teacher experience and effectiveness in order to determine if the high rate of teacher inexperience/ineffectiveness has an impact on student performance and attendance.

As a next step, the findings are shared with the broader community of District staff and further analysis is done regarding the causes and impacts of teacher effectiveness and retention. As a result of this analysis, each school site sets a goal and develops an action plan to improve conditions for learning for instructional staff which is aligned to WCCUSD’s LCAP goal of Thriving Employees. This goal and action plan are incorporated into each school’s Single Plan for Student Achievement.

Finally, this data and work to improve conditions for learning are shared with the broader WCCUSD community through various forums (DLCAP, DELAC, etc.). The data, goals and proposed action plans are reviewed and discussed as community member input is solicited. This input is the basis for LCAP updates and further SPSA alignment.

#### **Parent and Family Engagement**Essa Sections 1112(b)(3) and 1112(b)(7)

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

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

**This ESSA PROVISION IS ADDRESSED below:**

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

WCCUSD will utilize the School Site Councils (SSCs), the English Learner Advisory Committee (ELACs) and the African American Parent Advisory Committees (AAPACs) at schools identified for CSI. To ensure parents and other stakeholders are ready to fully engage in the development of the CSI plan, SSC, ELAC, and AAPAC parents will receive training on their roles and responsibilities. Schools identified for CSI will conduct a needs assessment which will include parent and community input, data collected will be reviewed by the SSC, ELAC and AAPAC parents to help develop recommendations for the CSI plan.

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

WCCUSD's Engaged Communities goal focuses on the creation of powerful school and District cultures predicated on positivity, trust, inclusion, safety and communication. At the central District level, central office administrators work to ensure that adequate funding is allocated to support parent involvement programs. These central administrative teams also work to ensure alignment between all programs and departments who support district-wide parent involvement efforts. WCCUSD School Community Outreach Workers (SCOWs) at all Title-I schools play a pivotal role in parent involvement programs. SCOWs support family engagement efforts and are tasked with helping schools and families work together to strengthen relationships, develop welcoming environments, strengthen student learning at home, ensure access and equity to all families and develop parent leadership via telephone call, in-person meetings and written correspondence about:

* learning and capacity-building opportunities to help parents provide academic help at home
* district-wide events/celebrations designed to strengthen relationships/access to resources
* leadership groups/committees: School Site Councils (SSC), English Learner Advisory Committees, (ELAC) Multi-lingual District Advisory Committee (MDAC), District Advisory team (DLCAPS) for LCAP (composed of parents, students, community organizations and labor union reps from all of WCCUSD’s five cities)
* relationship-building strategies to encourage welcoming school cultures and ensure access and equity
* providing support/guidance to design/develop school-level parent involvement policies and compacts
* developing/supporting activities to build parent capacity to provide support at home,
* contacting parents to support individual student learning/behavioral needs - encouraging parents to participate in school-wide committees and events
* organizing regular parent-principal "coffee chats" to discuss school vision, programs and policies
* responding to parent concerns
* coordinating volunteer efforts
* helping development/implementation of actions in Title I Parent Policy/Compact
* organizing school celebrations/family learning events (e.g. Science Night)

WCCUSD utilizes SSCs, ELACs and African American Parent Advisory Committees (AAPACs) at schools identified for CSI. To ensure parents/other stakeholders engage in the development of the CSI plan, SSC, ELAC, and AAPAC parents receive training on roles/responsibilities. Schools identified for CSI conduct a needs assessment which includes parent and community input, review of data by SSC, ELAC and AAPAC parents to develop recommendations for the CSI plan.

The WCCUSD Title-I Parental Involvement Policy is developed through annual consultation of parents at Title-I Schools and parent advisory committees. The MDAC and the DLCAPS Committee. Additionally, WCCUSD provides parent capacity workshops through the Parent University Initiative, a seven-week series to help families understand how to partner with schools to support learning-at-home. The Parent University Initiative integrates information/resources from other departments including Teaching and Learning, Preschool, Technology, English Learners, and College Readiness. WCCUSD has institutionalized a Parent University model to educate parents at Title-I schools on how to partner with schools, monitor student achievement, and use a team approach to close the achievement gap. This program, facilitated by parent graduates and our SCOWs uses a trainer-of-trainers model. The Parent University cohort model. Teachers of all experience levels have an opportunity to learn about the value of family engagement as well as best practices for engaging parents.

All parent capacity building events/meetings address the needs of families with limited English proficiency and migratory children by translating all district communications into any language that represents 15% of our student population. WCCUSD provides interpretation services for parent meetings, Board meetings and parent-teacher conferences. Interpreters (including sign-language) and other reasonable accommodations such as pre-meeting consultations are offered for families with disabilities. WCCUSD provides support as requested with key parent advisory committees including MDAC, DLCAPS, and AAPACs. Staff strive to hold meetings in convenient locations at convenient times for working families.

Next year all Title-I schools will collect input on the LCAP actions and services during their Title-I Annual Parent Meeting. This information will then be shared with the DLCAPS.

The district policy is distributed annually through the WCCUSD Parent-Student Handbook which is available to all families at the time of registration and posted online.

#### **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:**

School-wide Program:

WCCUSD has 32 schools identified to receive Title I funds for 2019-20 - all of these schools will be able to operate a school-wide program (SWP) because they have participated in the following:

* during the Spring of 2019, each site worked with their SSC to conduct a thorough needs assessment which looked at data for all students as well as critical subgroups from the current year
* as a result of this comprehensive needs analysis these schools were able to identify specific academic needs of the students not yet meeting State standards
* coordinate with staff, parents and other members of the school community, the SSC to develop strategic, evidence-based plans for how to the academic needs of students
* ensure that these plans include rigorous academic program, increased amount and quality of learning time as well as enriched and accelerated learning which may include courses necessary to provide a well-rounded education
* design tools and measures to regularly monitor and revise plans in order to ensure that the needs of all students, as well as the subgroups identified as struggling to meet the State academic standards, have the opportunities to excel
* throughout this work, the information will be made available to the public in a uniform format and language that is accessible to parents and the community

TAS: N/A

Neglected or Delinquent:

WCCUSD provides a strong support program for Neglected and/or Delinquent children:

* administrators across the District work with the WCCUSD Community Engagement Office to ensure that Neglected and/or Delinquent students are assigned to a schools 1) as soon as possible and 2) as close as possible to their residence
* When students are expelled or are close to expulsion (20 day absence), WCCUSD provides voluntary transfer to an alternate comprehensive site within WCCUSD
* Students who have been referred for expulsion (due to a serious offense) will be 1) placed in an Alternative Ed site within WCCUSD 2) will be placed in a County-run Alternative Ed school with transportation provided or 3) will be placed in a County-run Alternative Ed school with an independent Study option.

#### **Homeless Children and Youth Services**Essa Section 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**This ESSA PROVISION IS ADDRESSED below:**

The WCCUSD's Families in Transition Office provides support for homeless school-age children and youth who attend WCCUSD schools. Identifying homeless children and youth is a critical step in ensuring that they receive appropriate services and support. The Families in Transition Office focuses on gathering information from numerous sources to identify students on an ongoing basis as well as maintain contact records for identified students throughout the year.

The Families in Transition Office provides homeless youth with the following services:

* transportation assistance
* school supplies
* assistance getting back into school after the transition
* referrals to community agencies
* housing stabilization support
* support with AB216/AB1806 graduation eligibility
* support during individualized education program (IEPs) meetings
* coordination and support with college access by helping eligible students complete the FAFSA and ensuring that college institutions receive letters of verification

#### **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:

1. through coordination with institutions of higher education, employers, and other local partners; and
2. 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:**

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.

Successful transition for early learning and preschool programs in WCCUSD begins with strong academic learning, development of problem solving skills and social-emotional development aimed at preparing early learners for successful academic performance in the TK-12 system and beyond. This work also includes robust parent/family engagement opportunities. Examples of activities to support the transition include:

* - training for parents on how to help their students academically
* - training for parents by parents on how to help student make the transition from the preschool program
* - site visits to TK and kindergarten classroom whenever possible

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:

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

Success transition from middle school to secondary programs and post-secondary institutions in WCCUSD is focused on mastery of standard-based learning, exploration of careers and understanding of the 9th - 12th grade matriculation system and post-secondary options:

* career exploration course offerings
* study trips to venues which feature an emphasis on career-focused learning, "job shadows" and career days
* industry leaders serve as mentors for career academy students
* work-based learning projects integrated into the curriculum and assessments on a regular basis
* study trips to colleges
* readily available information about high school pathways (medical, law, tech), college readiness initiatives
* support form counselors about the availability of career academies at each secondary school
* opportunities to meet with counselors to evaluate transcripts to receive assistance with FAFSA college applications
* opportunities to take the PSAT at all high school campuses
* all 11th grade students are offered opportunities for summer internships with industry partners
* all student have access to college readiness initiatives
* emphasis on providing students with an awareness of A-G courses/grade requirement and academic support to meet those requirements, including credit recovery

#### **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:

1. assist schools in identifying and serving gifted and talented students; and
2. 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:**

WCCUSD continues to support the identification of high achieving students by:

* reviewing student performance through a variety of measures to identify students who are high achieving (GATE)
* providing notification to parents, students and school staff about high achieving (GATE) status of students
* providing technical assistance and training to school site staff on program design and learning opportunities for high achieving students

WCCUSD support strong library programs by:

* coordinating funding and support for District level library staff
* providing certificated teacher librarians working as instructional partners at each secondary site
* providing students access to vibrant library collections in both print and digital formats
* instruction in the use of digital tools and resources for parents, students and staff
* collaboration between library staff and teachers as well as local public library partners to ensure that our collections, support structures and management structures are as up-to-date as possible

### 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

1. LEA; and
2. 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:**

WCCUSD has an intentional and engaged focus on ensuring that all instructional staff (administrators, teachers and support staff) receive ongoing training to improve content knowledge, instructional pedagogy, understanding of assessments and data analysis as well as culturally relevant practices.

WCCUSD’s Strategic Plan, Roadmap 2.0, identifies the Goal of Thriving Employees. Our professional learning system supports this goal.

All teachers are required to participate in 12 hours of self-directed learning and 30 hours of collaboration. Self-directed learning opportunities and site based collaboration focus areas are designed to support our goals for Achieving Students and Thriving Employees and aligned to our LCAP priority areas.

District level instructional specialists collect professional learning needs data in collaboration with UTR to inform the development of professional learning opportunities.

On-going District level professional learning opportunities are provided through networked communities of practice for teachers. These include:

Integrated and Designated ELD

Dual Language Instruction Cohort

TK Cross Site Community of Practice

Elementary Math Lead Teacher Network

Lesson Study Math

Teachers College Reading and Writing Project

Special Education and Literacy Cohort for Elementary Literacy

Educational Technology and Digital Literacy Two Packs

STEM Center and Fab Lab Professional Learning

Partners in School Innovation Instructional Leadership Team Development

Middle School/ High School Counselors Cohort

National Board support programs and funding to enable teachers to become Board certified

Training and support for teachers in the area of Advanced Placement courses

Training for teachers of International Baccalaureate programs

Career Technical Education

High School Pathway Professional Learning

In addition to ongoing cohorts, job-embedded professional coaching on California standards based instruction in writing, reading, mathematics, history/social studies, English language development, and Science is available to sites by request.

Support for New Teachers:

WCCUSD provides a four day New Teacher Institute to introduce new teachers to the Culture and Climate initiatives of the District, Instructional Resources and Standards Based Instruction, Culturally Responsive Instruction, and Site Based Initiatives. Our teachers’ union UTR collaborates with the District departments to design the New Teacher Institute.

The WCCUSD Teacher Induction Program (TIP) provides a system of ongoing support to WCCUSD teachers who are new to the field. This support includes mentoring, observation, conferencing, data review, and feedback - central instructional coaches who are highly trained and experienced teachers on special assignment provide training for classroom teachers and administrators across the District. New teachers complete portfolios, attend professional learning sessions provided by mentors, and complete annual surveys.

The WCCUSD Teacher Support and Assistance Program (TSAP) provides referral based 1:1 mentorship for teachers who are identified by principals. This support includes observations, conferencing, data review and feedback.

Our System of Professional Learning for Administrators in WCCUSD includes:

Elementary and Secondary Administrators Networks. Monthly sessions for administrators facilitated by Elementary Network Executive Directors. Focus on effective observation techniques, data analysis, curriculum and instruction, and school culture and climate.

Monthly Community of Practice for ES and Secondary admin based on self-identified learning needs of principals and focused on key areas of Roadmap 2.0

New Principal Cohort- Monthly professional learning and 1:1 job embedded coaching by Director of Educational Services

Monthly Assistant principal professional learning focused on effective observation techniques, data analysis, curriculum and instruction, and school culture and climate support.

Feedback Processes for Professional Learning:

* A continuous feedback loop is conducted to evaluate all professional learning and include evaluative surveys and attendance. A database is maintained by departments to log professional learning hours. .
* UTR and HR have collaborated to design a system to log and track the 12 hours of self-directed professional learning. Teachers log self-directed hours in a spreadsheet, principals review and provide feedback. We are continuing to refine our system and evaluating tools to track the impact of professional learning on practice.

#### **Prioritizing Funding**Essa Section 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

**This ESSA PROVISION IS ADDRESSED below:**

Student data is collected and analyzed annually to determine the impact of the instructional program on student performance. During this data review, particular attention is given to students at our low performing schools, our Special Ed student and English learners.

Review of the impact of instructional practices, curriculum and professional development activities is included during the data analysis process.

As an outcome of this review, decisions are made for modifications, additions and reductions to the academic program and, consequently to the professional development activities to support the academic program for the following year.

These modifications are focused on District needs at all schools: becoming more proficient at data analysis and targeting student instruction and improving student writing through the Teachers' College Writing program professional development.

Professional development throughout each academic year is focused on improving learning at our lowest performing schools through Growth Mindset training, modules on how to successfully set up Learning Centers.

#### **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:**

WCCUSD's Roadmap Goal: Achieving Students focuses on deepening the implementation of quality learning, teaching and leadership practices in our classrooms and schools. WCCUSD's success toward meeting rigorous state academic standards and our own Roadmap goals is monitored through a variety of data sources including the CA Dashboard, SBAC, local mathematics and literacy assessments, suspension and attendance data, number of high school students with D's and F's, SPED graduation rates, response to intervention data, referrals and levels of implementation of California State Standards and A-G completion rates. Data review processes include results oriented cycles of inquiry performed at the school-site level via instructional leadership teams (ILTs), school site councils (SSCs) and English learner advisory committees (ELACs) -results orients cycles on inquiry also occur at the central District/department level which helps inform the work taking place at the site level - Special Education data is reviewed by managers and program specialists in department meetings and CAC meetings including community members. WCCUSD has a Performance Indicator review team that includes teachers and administrators in the review of data related to amount of time students spend in Special Ed classrooms, dropout rate trends and suspension number for Special Ed students. English learner data is reviewed: Reclassification data, EL profile trend data, academic performance data as well as the state ELPAC information. This data is shared and reviewed in department and grade level meetings, multi-lingual advisory committee (MDAC), school Board, District LCAP (DLCAP) as well as other community forums. All WCCUSD data reviews focus on:

* Monitoring students' participation and progress in all academic areas
* identification of students for intervention and learning support as well as enrichment and opportunity for challenge and growth
* effectiveness of strategies to provide valuable and useful information to teachers and staff in order to provide for continuous program improvement
* student absences: referrals to the office (time out of class), suspension and expulsion rates
* impact of instructional programs training, infrastructure changes on student learning with particular focus on students at risk of failure, English learners, Special Ed and students who are traditionally under-served
* effectiveness of the implementation of programs designed to strengthen learning for identified students and student sub-groups
* funding levels for programs that contribute to continuous program improvement v. programs which have a limited impact on continuous improvement

Examples of data-driven programs in WCCUSD during 2018-19 and continuing into 2019-20: Partners in School Innovation support: strategic work within the Kennedy family of Title I schools to support the vision for improving student achievement which includes implementation of cycles of inquiry, leadership coaching and implementation of high quality instructional program to the varied needs of students

* Summer extended learning: 19-day instructional support programs are provided at the elementary and middle school level annually. Student placement in the program is based on local ELA and math assessments
* Early Literacy initiative; strategic coordination of programs to increase early literacy outcomes for pre-K - grade 3 students.
* A-G Initiatives: strategic coordination of programs to increase A-G completion to 80%. This work includes allocation of additional site administrators to secondary schools, increased access to pathways and academies and professional development aligned to college and career readiness indicators.

Feedback Processes for Professional Learning:

A continuous feedback loop is conducted to evaluate all professional learning and include evaluative surveys and attendance. A database is maintained by departments to log professional learning hours. UTR and HR have collaborated to design a system to track the 12 hours of self-directed professional learning. We are continuing to refine our tracking system and evaluation tools.

Our System of Professional Learning for Administrators in WCCUSD includes: Administrator PD focused on Tier One Literacy Instruction with Teachers College, Tier One Math Instruction through Math Lesson Study; Elementary and Secondary Administrators Networks. Monthly sessions for administrators facilitated by Elementary Network Executive Directors. Focus on effective observation techniques, data analysis, curriculum and instruction, culture; Community of Practice for ES and Secondary admin based on self-identified learning needs and focused on key areas of Roadmap 2.0; New Principal Cohort- professional learning and job embedded coaching for new principals; Assistant principal PD focused on observation techniques, data analysis, curriculum and instruction and school culture.

### TITLE III, PART A

#### **Title III Professional Development**Essa Section 3115(c)(2)

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

**This ESSA PROVISION IS ADDRESSED below:**

WCCUSD provides supplemental professional development for classroom teachers, principals, and parents. Supplemental professional development for teachers includes a universal design to support and improve instruction and assessment of English Learners. The teacher professional development focuses on enhancing the understanding of the CA ELD standards, practicing and monitoring EL best strategies, and developing lessons that meet the needs of students at each English proficiency level. Furthermore, WCCUSD also provides strategic and intensive supplemental site-based PD models and site-tailored PD. Such strategic and intensive support builds upon site-based coaching and professional development that enhances the capacity of principals, teachers, and other school leaders to understand and implement curriculum within a school and/or site team for English Learners. WCCUSD supports these supplemental services with an instructional coach using Title III LEP funds.

In addition, WCCUSD also provides parent professional development. This parent-tailored supplemental professional development builds upon the training received at school sites and enhances parents’ ability and understanding of instruction and assessment practices for English Learners across the district. As parents grow in their capacity of the CA ELD Standards they are better equipped to support their students for academic success. WCCUSD supports these supplemental parent professional developments with a community engagement coordinator using Title III LEP funds.

Title III Professional Development (Title III LEP):

Coach: $146,976.00

Community Engagement: $91,907.00

Professional Development: $100,000

#### **Enhanced Instructional Opportunities**Essa Sections 3115(e)(1) and 3116

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

**This ESSA PROVISION IS ADDRESSED below:**

WCCUSD provides enhanced instructional opportunities for immigrant children and youth by providing additional classroom support, classroom materials, and supplemental activities that focus on improving a student’s English Proficiency and social emotional being. For example, an additional teacher provides the ability to create a smaller class size for immigrant students in newcomer classes. With this additional classroom support immigrant children and youth have greater access to academic and social mentoring. Students receive one on one and small group interaction to listening, speaking, writing, and reading English skills. Students also have an enhanced instructional opportunity to be tutored and counseled. For example, a credentialed instructional coach supports immigrant newcomer teachers to upgrade objectives, curriculum and practices. The coach is able to review student data and supports teachers, tutors, students to meet for goal/growth sessions.

Additionally, the coach supports WCCUSD staff PD that support immigrant children and youth targeted at enhancing the immigrant classroom/school experience and effectiveness. Other professional development for immigrant newcomer teacher teams includes workshops from the Internationals Network, CABE, and San Mateo’s County Office of Education. Furthermore, WCCUSD provides supplemental activities by providing decoding sessions using Rime Magic phonics instruction and materials. This enhanced instructional opportunity provides phonics instruction based on onset/rime research that support student’s reading and English Proficiency skills.

Enhanced Instructional Opportunities (Title III IMM):

Instructional Coach: $139,848.00

Teacher (class-size reduction): $21,817.00

Material & Supplies: $12,000

#### **Title III Programs and Activities**Essa Section 3116(b)(1)

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

**This ESSA PROVISION IS ADDRESSED below:**

WCCUSD provides high quality language instruction programs by implementing dual language immersion (DLI) language instruction programs in addition to a structured English immersion (SEI) program. Furthermore, the implementation of a Newcomer’s Internationals model is being developed to help increase English learners language proficiency and meeting challenging state academic standards. At the high school level, the English Learner courses meet the UC system A-G requirements. Beyond the implementation of CA ELD standards, interacting in meaningful ways and learning about how English works activities in the classroom, students also receive supplemental activities to enhance their English language proficiency and help them meet challenging state academic standards. Such activities that supplement the core program include events and projects that enhance language and content integration, experiential learning, localized autonomy, responsibility, heterogeneity, collaboration, and a one model for all classroom environment. These activities create the culture, social and academic routines that increase English Language proficiency that help English Learners meet the challenging State academic standards. Furthermore, a summer school enrichment program that supports EL students English language proficiency and a focus on college and career has been implemented. In order to provide these supplemental programs two additional teachers are used to create smaller student classes, a schedule that can incorporate additional teacher team prep time, and teachers for a supplemental English Learner enrichment program.

Title III Programs and Activities (Title III LEP):

Teacher-New Comer: $123,033.00

Teacher (class-size reduction): $58,335.00

#### **English Proficiency and Academic Achievement**Essa Section 3116(b)(2)(A-B)

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

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

(B) meeting the challenging State academic standards.

**This ESSA PROVISION IS ADDRESSED below:**

At WCCUSD sites are held accountable for meeting English acquisition progress for ELs by reviewing monitoring reports and developing school site action plans. Monitoring reports serve to develop site, classroom, and student plans for EL academic growth and English language acquisition. Sites and classroom use EL data to inform professional development and classroom instruction to enhance EL learning and English language proficiency. Reports are reviewed by site administrators and teachers to identify areas of success and needed growth. This ongoing analysis and data cycle inquiry supports sites to ensure continuous EL academic growth. WCCUSD monitoring reports also demonstrate an EL’s growth toward reclassification. Reports include student academic results and performance on the English Language Proficiency Assessments of California (ELPAC). Currently, coaches and coordinators are providing this additional support. WCCUSD however has a planned expenditure for an additional ELD coach to best provide school site and EL student classroom support.

WCCUSD ensures that sites are achieving English proficiency based on the State’s English language proficiency assessment by reviewing student data and developing next steps, goals and objectives with sites and teachers. This ongoing monitoring of EL programming and instruction holds sites and teachers accountable for meeting English acquisition for English learners while receiving district support. Sites are held accountable for meeting achievement goals for ELs by completing an action plan for implementation and monitoring protocols that are consistent with the state’s long term goals and meet the challenging State academic standards. An instructional coach will assist in upgrading objectives, strategies, curriculum, and best practices.

English Proficiency and Academic Achievement (Title III LEP):

Instructional Coach: $139,848.00

### TITLE IV, PART A

#### **Title IV, Part A Activities and Programs**Essa Section 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;

(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**This ESSA PROVISION IS ADDRESSED below:**

The Title IV program in WCCUSD focuses on supporting students in the three areas identified for the required use of these funds. To this end, WCCUSD distributes funds to school sites for expenditures in the 3 areas based on the sites’ identified student needs and community-related areas of focus. These site expenditures are tracked by account code to ensure that the school is spending the appropriate amount in each of the areas.

The range of programs to support a Well-Rounded Educational Opportunities at our school sites includes: study trips to local museums, science and natural environment locations and historic landmarks, extra teacher hours to support tutoring, support staff to assist with classroom learning opportunities, contracts to enhance reading and math programs, materials and supplies to support additional learning opportunities. All of these programs and activities are intended to provide additional supplemental learning activities to students that would be otherwise unavailable to them. These activities focus on extra academic support and learning opportunities to bolster and accelerate student learning outside of the classroom.

The range of programs to support Safe and Healthy students at our school sites includes: The range of programs to support the Effective Use of Technology at our school sites includes: contracts for mental health services, mindfulness and healthy communities, Girls on the Run program participation, attendance at cheer and band camps and professional development hours for teachers in the areas of healthy students. These activities focus primarily on providing programs that support and foster safe, healthy and supportive environments and provide opportunities for students to make healthy and positive choices.

The range of programs to support the Effective Use of Technology at our school sites includes: attendance for site staff at the CUE conference, online subscriptions to instructional programs such as NEWSELA and Learning A - Z and online assessments that are accessible to teachers, students and families. The focus of these programs is to provide more coherent systems and access as well as support and encourage more effective use of technology by district administrators, teachers, students and parents.

WCCUSD also sets aside a smaller portion of Title IV funds at the District level to support programs such as: innovative programs for our Gifted and Talented students (well-rounded education), an after school intramural sports league at the elementary level (safe and healthy students), alignment of communication systems: district/department web pages, newsletters, bulletins, social media and blogs as well as training system platforms and a platform for using and sharing curriculum and assessment information (effective use of technology).

Of the total allocation for 18-19, WCCUSD spent $320,825 or 60% of the funds. The remaining funds will be carried over for use in 19-20 per the required funding formula.

Total expenditures on Well-Rounded Educational Opportunities (site and central departments): $158,427 or 49% of the overall funds spent.

Total expenditures on Safe and Healthy students (site and central departments): $84,401 or 27% of the overall funds spent.

Total expenditures on Effective Use of Technology (site and central departments): $80,185 or 14% of the overall funds spent.

Total expenditures on computer hardware: $0