

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

LEA Name

Sylvan Union School District

CDS Code:

Link to the LCAP:

(optional)

www.sylvan.k12.ca.us/lcap

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

The use of federal funds to enhance our local priorities and initiatives funded with state funds is driven by local and state metric analysis with the focus on students achieving academically and being supported socially and emotionally so they are able to access the rigorous state standards. The federal supplemental funding allows Sylvan District to add to our base program with additional program and supports that would not be possible without these funds. Federal funds are included in our LCAP so the community can see how our base program is supplemented with federal funds.

Alignment

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

Sylvan District aligns state, local and federal funds to best meet the needs of our students. District needs are determined in an annual needs assessment of state and local metrics, within ongoing analysis of metrics throughout the school year to assure the allocation of funds as outlined in the LCAP provides results in meeting our intended outcomes. As determined by federal guidance, funds are aligned so that our base program is accelerated to increase programs and supports.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

The LCAP describes this ESSA provision in Goal A: Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core of all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.

Actions and expenditures cover (A), (B), (C), and (D) above.

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

The LCAP describes this ESSA provision in Goal B: Sylvan District will create supportive, welcoming, and engaging campuses for pupils, parents, and community.

Actions and expenditures cover ESSA Section 1112(b)(11).

Career Technical and Work-based Opportunities

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

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

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

N/A

TITLE II, PART A

Title II, Part A Activities

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

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

The LCAP describes this ESSA provision in Goal A: Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core of all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.

Actions and expenditures ESSA 2102(b)(2)(A).

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

The LCAP describes this ESSA provision in Goal A: Sylvan District will promote and create learning environments with highly qualified personnel that will maximize access to the academic core of all pupils, including targeted groups, as well as provide enrichment opportunities that will allow our pupils to demonstrate proficiency and literacy in 21st century skills.

Actions and expenditures ESSA 3116(b)(3).

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

The Free and Reduced Program Meals count is used in Sylvan District to describe the poverty criteria.

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:

Sylvan District closely enters, tracks and monitors newly hired teacher staff information, including credentialing and years of experience in its hiring practices each year. The placement of new hires based on current vacancies and enrollment numbers in the district is monitored to ensure there is not a disproportionate rate of ineffective, out of field or inexperienced teachers at schools with high student groups, including both low-income and minority students. Every effort is made to recruit, hire and retain the most effective and qualified teachers in the current teacher hiring pool in the State. If disparities are found, they will be monitored closely to ensure that students' needs are met, particularly in the demographic groups of low income and minority children. District office and site administration will work collaboratively to ensure that new teachers are supported to help them provide the strongest instruction and educational experience possible for all students.

Sylvan District has implemented and will continue implementing a Professional Learning Plan to support new educators (inexperienced or out-of-field teachers) who hold intern credentials or permits, with intern or induction mentors and district office administrative staff. For those teachers who qualify, they will participate in the Induction Program and be assigned an Induction Support Provider to work beside them in assuring quality instruction is provided to all students. Both Induction Support Providers and assigned mentors participate in ongoing professional learning to ensure they are prepared to effectively support new educators. For interns and teachers who hold permits, a mentor is assigned to each of those teachers to provide guidance and direction ensuring the needs of all students are addressed and met. A staff report is created and updated each month starting with the first certificated hiring event (end of January) to fill the following school year needs. Staffing of all school sites will be monitored throughout the year to address any disparities or inequities that are identified.

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:

ESSA Section 1112(B)(3) - N/A

ESSA Section 1112(B)(7):

The family engagement policy was developed jointly with parents. Each year the policy is distributed to all families giving them an opportunity to provide feedback. The policy is provided in an understandable and uniform format and provided in English as well as Spanish. Families are engaged throughout the year in learning opportunities trainings, meetings, access to staff, and conferences to guide them in understanding state academic standards, state and local academic assessments, and to provide guidance in being partners in their child's education. The School-Parent Compact, that was jointly developed with parents, describes the shared responsibility of families and schools for improved academic achievement. Parents are provided with materials to support their student's education and foster parental involvement. The LEA staff educates school administrators in the value of parent contributions, communication, working with parents as an equal partner, and the implementation and coordination of parent programs. School administrators in turn work with school staff to provide guidance on how to collaborate with families to build a community that works together to support the needs of the students. Through these efforts, the school staff works closely with families to integrate parent involvement programs and activities that encourages all families to be actively involved in their child's education. The LEA and school sites provide translations and interpreters, to the extent practical, in a language the parents can understand. Reasonable and necessary expenses associated with family engagement, such as child care and transportation, are also provided as necessary. Through School Site Councils and district parent meetings parents have a voice to request support for parental involvement. The district wide parent advisory committee has representatives from all school sites and provides a voice to the LEA regarding family engagement.

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:

The purpose of the Title I schoolwide programs at 12 of our 13 school sites is to update the entire educational program at those sites. A comprehensive needs assessment on local and state metrics provides guidance in determining students academic and social needs as well as providing us with guidance on specific skills students need to achieve rigorous state standards. Each school site annually reviews the Single Plan for Student Achievement (SPSA) and determines if current actions are meeting the needs of the students based on an analysis of local and state metrics. A yearly needs assessment is completed which is used to review and revise the SPSA annually, as needed, jointly with parents and school staff to assure that all students can access rigorous state standards.

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:

To support homeless children in meeting the State's challenging academic standards, funds are used to provide services to these students as deemed appropriate based on the individual student needs. The district Homeless Liaison works with families, school sites, and local agencies to determine the needs and provides assistance, within the guidelines of the law, to support the children's academic success and access to educational opportunities. Services/assistance may include, but is not limited to, transportation, clothing, personal school supplies.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sylvan District is in the process of developing a Memorandum of Understanding with Head Start to promote coordination that supports high-quality educational experiences and facilitates the transition of children from early childhood settings to either Transitional Kindergarten or Kindergarten. We currently use the Kindergarten Student Entrance Profile (KSEP) for all incoming Transitional Kindergartners or Kindergartners, including those from Head Start, as part of our participation in the Cradle to Career Initiative. Special education students transitioning from middle schools to local high schools have a transition Individualized Education Plan (IEP) meeting held if applicable. Student information related to other academic and behavioral issues is also provided to the receiving high schools.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

As part of Sylvan District's ongoing commitment to ensuring that all students learn at high levels, we have actively engaged in the Professional Learning Community (PLC) process for several years. During this time, there has been a continued allocation of resources to further develop the process and build the capacity of both our administrative, certificated, and classified staff in meeting our moral obligation to provide a quality education to every Sylvan Union School District student.

In 2017-2018 the thirteen (13) school sites had four (4) days of onsite embedded coaching as one component of a comprehensive district plan for providing the necessary professional learning to support the deepening of the PLC process and the implementation of Response to Intervention (RTI) so all students can access rigorous state standards. While much of the work with the contracted associates was conducted at the collaborative teacher team level, some of the greatest progress made at the site level occurred as a result of the targeted support provided from the embedded coach to the site administrator(s) and the site guiding coalitions.

With the end goal of developing high-functioning collaborative teacher teams at the site level and creating long-term sustainability of the PLC/RTI at Work process, all thirteen (13) sites will continue to participate in embedded coaching in 2018-2019. Given our District PLC initiative and corresponding goals, ongoing professional learning and support is a priority.

Sylvan District has continued the commitment in 2018-2019 to continue with early release Wednesdays for collaborative teacher teams to focus on increasing student achievement with the continued focus on the four guiding questions of a PLC. Response to Intervention (RTI) will also be strengthened in 2018-2019. The 4C's of RTI are Collective Responsibility, Concentrated Instruction, Convergent Assessment, and Certain Access. Collaborative teacher teams will use a screening tool to identify students needing Tier 2 and/or Tier 3 intervention. Tier 2 will focus on additional support to master current grade-level essentials. Tier 3 will focus on intensive remediation in universal skills that are missing from previous years. Tier 1 instruction, regular classroom instruction, will continue to be strengthened through the early release Wednesday, universal screening tool, professional learning, and increased administrative support.

To establish and support high quality educators, teachers in their first two years and new administrators participate in an induction program designed to improve classroom instruction and student learning and achievement. The goal is to not only increase teacher and administrator retention, but also to increase student achievement for all students. In conjunction with the Stanislaus County Office of Education, two full time Induction Teachers on Special Assignment work directly with the Director of Professional Learning and Induction to implement the teacher induction program. All new administrators participate in an administrator induction program through the Stanislaus County Office of Education.

Instructional Coaches and ELD/Literacy Specialists play an important role in supporting teachers' growth in the classroom. Both groups have received extensive training to support new and experienced teachers in the implementation of rigorous state standards, and also how to address disparities that may exist within the classroom when teaching a variety of student groups.

Please refer to the Local Control and Accountability Plan, Goal A, Action A.5.

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:

As described under Title I, Educator Equity, developing and implementing initiatives to assist in recruiting, hiring and retaining effective teachers, especially in low-income schools is a priority. The induction and mentor program aligned to our Professional Learning Plans address any disparities that might hinder student achievement in those classrooms. As outlined in our LCAP, prioritizing funding for professional learning is a major component. Actions and expenditures are outlined in Goal A of the LCAP. These expenditures were determined based on on-going stakeholder feedback and metric analysis.

Please refer to the Local Control and Accountability Plan, Goal A, Action A.1 and A.9.

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 LEA analyzes local and state metrics to determine effectiveness and implementation of professional learning that participants engage in through a variety of ways. Surveys are conducted throughout the school year to provide feedback on the learning opportunities. The work with the Professional Learning Community/Response to Intervention (PLC/RTI) embedded coaches in 2017-2018 reflects a positive result in both local and state metrics.

We continue to strengthen our Professional Learning Communities (PLC). Our PLC Implementation Survey completed in August 2017 and April 2018 showed growth in all areas as a district as well as individual sites. The survey asks staff to respond to the rubric below to questions in these three areas: 1) Learning as Our Fundamental Purpose, 2) Building a Collaborative Culture, and 3) A Focus on Results. In addition, the early release one day a week for 32 weeks allowed collaborative teacher teams time to collaborate on the 4 tenets of a Professional Learning Community: 1) What do we want all students to learn? 2) How will we know when they have learned it? 3) How will we respond when learning has not occurred? and 4) How will we respond when learning has occurred.

The Solution Tree Embedded Coaches work in 2017-2018 with site guiding coalitions was a true strength of the reason behind this growth. We are anticipating continued growth as our work with the Embedded Coaches will continue in 2018-2019 as outlined in the LCAP Highlights section of this document. The focus of the embedded coaching is to strengthen the PLC process as well as build Response to Intervention (RTI) and the training that has occurred. Site administrators and site teacher leaders analyze data and reflect upon current practices and how to increase or improve services based on current and relevant data. Data is reviewed from stakeholders, and includes student data, school data, and educator data.

When analyzing our student group ELA Indicator on the CA School Dashboard, it should be noted that English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities all made growth. All groups, except Students with Disabilities made growth on the Math Indicator on the CA School Dashboard. We are aware that all of these student groups still lag far behind the "All Students" group. This will be addressed in the Performance Gaps section of this LCAP.

We know that educating a child is a collective effort and that we must look at both the academic and social strengths and needs of every child. District Instructional Coaches, Induction Support, ELD/Literacy Specialists, and Counselors will all help support this in their roles.

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:

All administrators and teachers, including all content areas and electives, to meet the needs of our English Learners (ELs) and our students at-risk of becoming long-term English Learners (LTELs) will participate in 2018-2019 in professional learning led by a series of presenters. The content for each session was developed by the Educational Services Department and in consultation with teachers who have provided feedback and requests for training to support the areas of curriculum, instruction, and/or assessment.

All session content is aligned to current District initiatives or programs with the identified outcomes of deepening the learning of our teacher groups, providing for purposeful professional growth, and supporting the transfer or application to the classroom for the benefit of our students. In addition, content is designed for and intended to address the needs of English Learners (ELs) which has been clearly illuminated through an analysis of both site and District-wide academic performance data. Grade-span specific sessions will focus on providing K-8 teachers with more than a cursory knowledge of the ELD standards and will include specific strategies aligned to integrated and designated ELD instruction with the goal of ensuring that all core instruction is designed to increase EL access to core curriculum, accelerate their language acquisition, and increase their proficiency in grade level standards.

Given our focus on developing grade level reading proficiency and closing achievement gaps, professional learning in the area of literacy is a priority.

Please refer to the Local Control and Accountability Plan, Goal A, Action A.1 and A.9.

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:

As described in our LCAP, immigrant children are provided enhanced instructional opportunities by our ELD/Literacy Specialists through additional instructional time to support their acquisition of English. In addition, immigrant students who need additional language acquisition support are provided access to an online program both at school and at home.

Please refer to the Local Control and Accountability Plan, Goal A, Action A.8 and Action A.11.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The ELD/Literacy Specialists at all sites will be instrumental in identifying potential Long Term English Learners (LTEL) and support these students with additional instruction. The Instructional Coaches will provide ongoing classroom instructional strategies support in addressing the needs of all English Learners during instruction to support the professional learning all teachers received at the beginning of the school year as described above under Professional Development. Local analysis of the English Learner Proficiency Assessment for California (ELPAC) Summative Assessment (SA) Spring 2018 results determined needed support for English learners in grades third through eighth in written language in both reading and writing, especially in grades 6, 7 and 8. We will be strategic in identifying our LTEL students. All English Learners will receive daily Designated ELD instruction addressing their language acquisition needs. In addition, all English Learners will also receive Integrated ELD during instruction in all content areas.

In response to this need, we have determined that professional learning is needed to support and build the capacity of K-8 teachers, including all content areas and electives, to meet the needs of our English Learners (ELs), our students at-risk of becoming Long Term English Learners (LTELs) and our LTEL students. Grade-span specific sessions will focus on providing Kindergarten through 8th grade teachers with more than a cursory knowledge of the ELD standards and will include specific strategies aligned to integrated and designated ELD instruction with the goal of ensuring that all core instruction is designed to increase EL access to core curriculum, accelerate their language acquisition, and increase their proficiency in grade level standards. The expectation for all teachers is that ELD standards will be evident through integrated English Language Development (ELD) and the focus of designated ELD.

Please refer to the Local Control and Accountability Plan, Goal A, Action A.1, expenditure Instructional Coaches.

English Proficiency and Academic Achievement

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

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

- (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:

Please refer to the Local Control and Accountability Plan, Goal A, Action A.1 and Action A.9.

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 districtwide needs assessment has revealed that these funds, if received from the state, will be allocated to Section 4108, safe and healthy students. The investment in our students overall health will result in students better equipped to address academics. The LCAP Steering Committee, Parent Advisory Committee, District English Learner Advisory Committee and other stakeholder feedback all had a high priority for students social and emotional well being. A focus in 2018-2019 will be on Tier 1 social emotional learning effectiveness, needs and supports. The school counselors and Board Certified Behavior Analyst will work closely together to address the emotional and social needs of our regular education students. Suspension and expulsion data in 2017-2018 showed there is a need for early intervention for students to provide support and decrease these numbers. Ongoing metric analysis will provide progress towards intended outcomes and guidance for changes that may need to be made to reach those outcomes.