

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

**LEA Name**

Sylvan Union School District

**CDS Code:**

50712900000000

**Link to the LCAP:**

*(optional)*

[www.sylvan.k12.ca.us/lcap](http://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 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 determine 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 Mentor to work beside them in assuring quality instruction is provided to all students. The Mentors and assigned candidates 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):

All school sites engage parents and families in the development and implementation of effective parent and family engagement activities. 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.

Parents and families are partners in their children's education. School sites provide opportunities for families to engage in learning how to help them work with their children to improve their academic achievement. Parents participate in one-to-one parent conferences with classroom teachers for students in Transitional Kindergarten through 6th grades. The focus of these conferences is to discuss student's academic achievement and areas of support needed for their child. Teachers work alongside parents in addressing the needs of the children. Parents are provided with translators at these meetings to ensure they understand their child's needs and how they can help at home. Parents and families are welcomed onto school campuses to volunteer and actively participate in the learning within the classroom environment. Communication to parents is ongoing throughout the year in a format that is understandable and in a language they can access. School sites provide a variety of parent and family engagement opportunities, such as literacy and math night, Kindergarten readiness, English as a Second Language parent classes.

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. This parent advisory committee and the District English Language Advisory Committee are involved in the LCAP stakeholder engagement process. In addition, all School Site Councils provide feedback regarding the LCAP actions and progress on metrics.

## **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: The purpose of the Title I schoolwide programs at Title I 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 School 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.

TAS: N/A

Neglected or delinquent: N/A

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

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

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. Upon enrollment 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. If homeless students are not attending school on a regular basis the Homeless Liaison works with the school site and family to determine the barrier(s). Services/assistance to support homeless children 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 has 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.

Transition from middle grades to high school includes ongoing coordination with high schools. High school counselors visit the middle schools each Spring to meet with incoming freshman students and discuss high school pathways/course offerings that are available to students promoting from the Sylvan Union School District to Modesto City Schools. In addition Sylvan district administrators work closely with Modesto City Schools administrators to ensure students have access to a rigorous course of study upon high school entrance.

### **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:**

Students identified as gifted and talented are provided with an accelerated learning environment. Resources are provided to these classes to support the students' learning.

## **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.

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 school sites engaged in embedded coaching in 2017-2018 and 2018-2019. This is part of the comprehensive district plan for providing the necessary professional learning to support the deepening of the PLC process and the implementation of the 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. In 2019-2020 the Assistant Superintendent of Educational Services will continue supporting school sites in strengthening the PLC and RTI processes. Given our District PLC initiative and corresponding goals, ongoing professional learning and support is a priority.

In 2018-2019 Sylvan District committed to 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) was also be strengthened in 2018-2019 through Embedded Coaching. The 4C's of RTI are Collective Responsibility, Concentrated Instruction, Convergent Assessment, and Certain Access. Collaborative teacher teams used a screening tool to identify students needing Tier 2 and/or Tier 3 intervention. In 2019-2020 the screening tool will be used to identify the students who need Tier 2 and Tier 3 support. Tier 2 focuses on additional support to master current grade-level essentials. Tier 3 focuses 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 tools, 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.

The purpose of our Sylvan Induction Program for new teachers is to provide guidance and support to equip new teachers with the skills to plan, develop, reflect, apply and extend their professional practice. Sylvan District is part of the Stanislaus County Office of Education Induction Consortium which is a locally designed program which provides credentialed teachers with a specially designed, standards-based program that eases them into the teaching profession and simultaneously offers them support and advanced training. Induction provides a bridge linking theory and learning acquired in the California Preliminary Credential Program to practices in their classroom.

An experienced teacher - a Mentor - is trained in reflective conversation and in the Formative Assessment System and then assigned to work with each new teacher. Mentors are chosen by the districts and matched as closely as possible to site, grade level and/or content area. The Mentor guides, assesses, and supports new teachers to meet the complex requirements of teaching. Upon successful completion of Induction, Candidate teachers are recommended to the Commission on Teacher Credentialing for a California Professional Clear Credential.

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.

## **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. Two full time Induction Teachers on Special Assignment work directly with the Assistant Superintendent of Educational Services and 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. The induction and mentor program is aligned to our Professional Learning Plan that addresses any disparities that might hinder student achievement in those classrooms. In addition, Instructional Coaches partner alongside classroom teachers to improve and enrich best practices to support all students' learning, but especially those students who are not meeting state standards.

## **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 uses state and local student achievement data to evaluate program effectiveness. An example of the data analyzed is SBAC, ELPAC, District ELA and Math Benchmarks, and Oral Reading Records. Our ongoing analysis of data at district leadership meetings, with Collaborative Teacher Teams, at Guiding Coalition meetings, and within the Ed Services Department drive the programs across the district. Expenditures in the LCAP were determined based on ongoing stakeholder feedback and metric analysis. All parties were provided the opportunity to respond and provide feedback on Title II funded activities through face-to-face meetings and on-line surveys.

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 the last two school years 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 Fall 2017 and Fall 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 and 2018-2019 with site guiding coalitions was a true strength of the reason behind this growth. We are anticipating continued growth as the Assistant Superintendent of Educational Services continues working with these teams in 2019-2020 outlined in the Highlights section of the LCAP. The focus of the work of Embedded Coaching and the Assistant Superintendent 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 and Math Indicators on the CA School Dashboard Fall 2018 release, it should be noted that English Learners, Socioeconomically Disadvantaged Students, Homeless and Students with Disabilities all made growth. All groups also made growth on the Mathematics Indicator on the CA School Dashboard. We would anticipate with the continued focus on quality instruction for our students that this increase will be noted with the Fall 2019 CA School Dashboard release. We are aware that all of these student groups still lag far behind the "All Students" group. This is 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) participated 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 was 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 was 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.

In 2019-2020 the professional learning received in 2018-2019 will continue to be supported and strengthened through the PLC process, Collaborative Team Teams, and the professional learning school teams will be involved with led by the Assistant Superintendent of Educational Services and Director of Professional Learning/Induction. LCFF funds will continue to fund 14 FTE ELD/Literacy Specialists to serve and support our English Learners and engage in professional learning for staff.

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

### **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:**

Immigrant children are provided intensive, strategic and accelerated instructional opportunities by our ELD/Literacy Specialists through additional instructional time to support their acquisition of English. Newcomer curriculum for English learners new to the English language provides additional support in acquiring language. In addition, immigrant students who need additional language acquisition support are provided access to an online program both at school and at home.

### **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 are instrumental in identifying potential Long Term English Learners (LTEL) and partnering with the regular classroom teacher in supporting these students with strategic instruction. The Instructional Coaches provide ongoing instructional strategies support to teachers in addressing the needs of all English Learners during instruction to support the professional learning all teachers participated in. 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 are currently awaiting the Spring 2019 ELPAC results. We will continue being 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 provided professional learning in 2018-2019 to support and build the capacity of Transitional Kindergarten through 8th grade 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 focused on providing Transitional Kindergarten through 8th grade teachers with more than a cursory knowledge of the ELD standards and included 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. In 2019-2020 the knowledge from these trainings will continue to be strengthened through the work of our Instructional Coaches, ELD/Literacy Specialists, Induction Specialists, Assistant Superintendent of Educational Services, and the Director of Professional Learning/Induction.

## **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:**

Each school site is provided with the English Language Proficiency Assessment for California (ELPAC) and California Assessment of Student Performance and Progress (CAASPP) scores from the previous school year for all English learners. The results are used to determine small group academic instruction based on state standards and Designated ELD instruction based on levels of language proficiency.

School Plans for Student Achievement (SPSA) have actions directly related to English learners achieving English proficiency and the supports needed for these students to be successful. The SPSA actions are reviewed with School Site Council and the English Learner Advisory Committee to determine the effectiveness of the action. At the end of each school year data is analyzed and site administrators report at the Site Data Summits the progress made, or areas of need that will drive changes for the following school year. Throughout the school year Collaborative Teacher Teams, Guiding Coalitions, and the District Leadership Team analyze both state and local data such as English Language Arts and Math district benchmark assessments and oral reading records. This data supports the direction that the Collaborative Teacher Teams will take in developing lesson plans, implementing instructional strategies and developing and analyzing common formative assessments to address the language acquisition needs of our English learner students. This work is also supported by the ELD/Literacy Specialists who model lessons and provide team teaching opportunities to ensure the implementation of strategic ELD strategies to meet the needs of all English learners in all content areas.

## 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 are allocated to Section 4107, supporting well-rounded education and 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. In 2019-2020 all school sites will implement a social emotional curriculum to ensure that our students are receiving support in their overall mental health. This Tier I support will focus on the social emotional learning effectiveness, needs and supports for our students. The school counselors, Board Certified Behavior Analysts, Social Worker and Mental Health Clinician will work closely together with the Director of Student Support Services to address the emotional and social needs of our regular education students. All certificated staff participates in training in the area of Trauma Informed Practices, Social Emotional Competencies, and Multi-tiered Systems of Support for Behavior. All classified staff participates in training in the area of Trauma Informed Practices and Safe and Positive Cultures. Training in the area of Positive Behavior Interventions and Supports (PBIS) is provided at one middle school, who is piloting the program. Training in the area of suicide, and other mental health concerns is offered to our counselors and administrators. Counselors have created safe, warm inviting spaces with additional sensory items for students to de-escalate and/or take stress breaks. Data is tracked through trimester review of suspensions and expulsions, LEA surveys in the area of culture, climate, and social-emotional learning as well as through the California Dashboard. Based on our local data analysis of suspensions and expulsions, although we have seen a dramatic improvement in the number of suspensions and expulsions since 2017-2018, we know there is still 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.