

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

LEA name:

Paso Robles Joint Unified School District

CDS code:

4075457

Link to the LCAP:

(optional)

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.

Paso Robles Joint Unified School District has developed a strategy for using federal funds to supplement and enhance our district initiatives identified in the LCAP. During the 2020-21 school year, the California State Department of Education provided a process to develop a Learning Continuity and Attendance Plan (LCP) which replaced the LCAP for one school year. The LCP focused on actions related to in person and distance learning, learning loss, social-emotional learning and mental health, and food nutrition during the pandemic. The district retained the four goals of the previous 2019-20 LCAP while addressing areas specific to the pandemic in the 2020-2021 LCP.

Specifically, federal funds are allocated to strengthen our efforts in the following LCAP/LCP Goals:

Goal 1: College, Career & Community

Paso Robles Joint Unified School District students will be college, career, and community ready when they graduate.

Our strategies for Goal 1 include targeted supplemental federal funds directed to the following actions:

- Utilize student data for progress monitoring in a data cycle
- Provide counseling and parent training support for students to increase participation in rigorous A-G coursework, CTE Pathways, Dual Enrollment, and AP classes.

The rationale for this strategy is based on our ongoing research and development in the use of data cycles to improve student achievement through the PLC/ Achievement Team Model.

Goal 2: Student Achievement

PRJUSD will increase all student success and achievement and provide highly qualified teachers and

supports aligned to California standards. Paso Robles Joint Unified School District will have increased growth and performance in academic achievement. Our schools will increase student achievement by effectively implementing a Multi-Tiered System of Support (MTSS) to meet the academic and behavioral needs of students. Teachers will be provided targeted professional development to support the growth of all students and struggling students will access targeted interventions to support their individual growth. During the 20-21 school year, these MTSS strategies also included student participation and connectivity to assure that students were connected and participating during distance learning. All professional development occurred virtually.

Our strategies for Goal 2 include targeted supplemental federal funds directed to the following actions:

- Strengthen district-wide Multi-Tiered System of Support for meeting student's individual needs in academic areas
- Strengthen district-wide PBIS supports and structures
- Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities
- Provide professional development and support to all teachers
- Strengthen pre-Kindergarten academic learning opportunities for English learners and socio-economically disadvantaged students

The rationale behind this set of strategies is based on the belief that research based, coordinated, and early interventions will best close the achievement gap between student groups. Ongoing review of both state assessments and common assessment results indicate a need to enhance our efforts with federally funded actions.

Goal 3: Equity

Our schools will increase student achievement by effectively implementing a Multi-Tiered System of Support to meet the academic and behavioral needs of students. Teachers will be provided targeted professional development to support the growth of all students, and struggling students will access targeted interventions to support their individual growth. This goal will be supplemented or enhanced through the following actions and services:

Our strategies for Goal 3 include targeted supplemental and CARES Act federal funds directed to the following actions:

- Providing 1-1 devices for all students in the district (CARES Act)
- Providing connectivity through hotspots and internet services to all students in need (CARES Act)
- Bilingual paraeducator support (in person and virtually)
- Progress monitoring and intervention
- Curriculum to support of English Language Learners including new digital curriculum for distance learning

The rationale behind these strategies is focused on the need for a full transition to Common Core State Standards, parent engagement, and education opportunities. Through additional support

provided by highly qualified teachers and research based curriculum, our English Language Learners receive instruction and scaffolding to increase access to their academic success.

Goal 4: Connectivity/Climate

PRJUSD will provide opportunities that support a culture of belonging and positive climate for all students, families, and staff. There will be an increase in connectivity and improved climate for students, parents, and staff.

Our strategies for Goal 4 include targeted supplemental federal funds directed to the following actions:

- Parent and family engagement
- Social emotional curriculum and learning
- Support for parents and families on using digital learning tools
- Parent education through Parent University, the Welcome Center and academic events
- Maintain active School Site Councils, English Language Advisory Committees, and PTOs and PTAs.

The rationale behind this strategy is based on the research and work around MTSS that notes the importance of engaging every family in developing strong family-school partnerships. Federal funds enhance our partnerships and parent leader development efforts within our English learner families.

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.

PRJUSD aligns federal funds with activities funded by state and local funds through a comprehensive LCAP/LCP development process. Federal funds are allocated to each of our goals within the LCAP/LCP to supplement and enhance actions and services, based on a thorough analysis in the annual update section of the LCAP/LCP resulting in our identified need for each goal. The following focus areas include identified needs and how federal funds will be used to supplement or enhance the actions and services.

Goal 1: College, Career & Community

Paso Robles Joint Unified School District students will be college, career, and community ready when they graduate.

Goal 2: Student Achievement

PRJUSD will increase all student success and achievement and provide highly qualified teachers and supports aligned to California standards. Paso Robles Joint Unified School District will have increased growth and performance in academic achievement.

- PRJUSD Intervention teachers (Title I)

- PRJUSD new teacher professional development and support (Title II)

Goal 3: Equity

Our schools will increase student achievement by effectively implementing a Multi-Tiered System of Support to meet the academic and behavioral needs of students. Teachers will be provided targeted professional development to support the growth of all students, and struggling students will access targeted interventions to support their individual growth. This Goal will be supplemented or enhanced through the following actions/services:

- ELD professional development (Title III)
- EL Coordinator (Title I)
- Technology and supports for English Learners (Title III)
- Bilingual Para Educators (Title III)
- Supplemental Curriculum (Title III)
- Progress Monitoring Tool (Title III)

Goal 4: Connectivity/Climate

PRJUSD will provide opportunities that support a culture of belonging and positive climate for all students, families, and staff. There will be an increase in connectivity and improved climate for students, parents, and staff.

- VAPA support for the school with the greatest socioeconomic need (title IV)

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;

- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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:

PRJUSD has a primary focus of ensuring qualified staff instructing our students. To that end, all teachers are appropriately credentialed and authorized. In addition, all teachers working with English learners are authorized for English Language Development (through CLAD and or BCLAD). All teachers received professional development in Best First Teaching and PRJUSD Best Practices as determined by John Hattie's research. All teachers receive continued support from site based instructional leadership teams. There are currently no disparities in this area. An intentional effort is made to place effective teachers in classes that will support our most fragile student populations. Examples would include Special Education Preschool, intervention classes, and AVID. There is a combination of new and experienced teachers at each of our sites. This is ensured through an annual Human Resources review of teaching assignments, years of service, evaluation scores, and credentialing. The review is consulted when filling vacant positions and assigning staff each year to ensure our neediest students receive the highest quality instruction.

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:

Effective parent and family engagement is critical to student achievement. All parents were encouraged to participate in specific parent and family engagement questions in our LCAP survey. Specifically, the following questions made up our 2020 LCAP Survey:

- My child (children) has access to current textbooks, resources, and instructional materials that support California Common Core Standards.
- My child uses technology on a regular basis within the school day.
- My child (children) participates in the following athletic programs (check all that apply).
- My child (children) participates in the following Visual and Performing Arts Program.
- My child (children) has participated in the following school support programs.
- My child (children) receives instruction and support in his/her social development.
- My child (children) feels safe at school.
- My child (children) feels connected to school.
- Each school has behavioral expectations identified as part of the Positive Behavioral Interventions and Supports (PBIS) plan. Do you know what these expectations are?
- My child (children) has a least one caring adult that they can go to at the school if they need help.
- My child's (children) school(s) encourages parental participation.
- If I have an issue or concern with academic, school climate, or facilities, etc., I understand how to get it addressed.
- My child's (children) school(s) seeks my input regarding my child's educational experiences.
- I believe my child (children) is receiving a high quality educational experience in the PRJUSD.
- Please rate your overall experience.
- My child (children) participates in Honors, Dual Enrolment, and/or AP Courses.
- My child (children) participates in English Learner Services.
- My child (children) participates in Special Education Services.
- My child (children) participates in Academic Intervention Support.
- My child (children) has a college and/or career readiness plan.
- I know how the school is supporting my child toward college, career, and community readiness.
- My child's school offers courses that are aligned to his/her interests and post-secondary goals.
- My child has met with a Guidance Counselor to review his/her academic high school progress.
- What services, programs or supports have most benefited your child (children)?

The following questions were asked in a parent survey conducted in the summer of 2020 to help develop the Learning Continuity Plan (LCP):

- Internet connectivity and/or WIFI access is an issue for my child and/or family

- My child knows who to contact and how to do so if she/he has technology questions during distance learning
- I know who to contact and how to do so if my child has technology questions during distance learning
- Other than a chromebook, what technology supports would help your child in distance learning?
- What benefits do you see in distance learning?
- How did you child cope with distance learning?
- How could we support your child in developing positive coping skills?
- Are you concerned that your child will not be prepared for the grade level or course content this year?
- to support your child in mastering grade level standards or course content, which of the following other strategies would you be interested in?
- If virtual tutoring was offered, which of the following times would you prefer?
- If virtual tutoring was offered, which of the following content areas are most important to your and your children?

Survey results from parents and community were analyzed and used to develop our LCP and Single School Plans.

PRJUSD is committed to building capacity for parent and family engagement. In addition to annual parent surveys, parent outreach is provided through multiple sources to inform, involve, and engage families. Each school within the District has a functioning School Site Council, PTA/PTO, English and Language Advisory Council (ELAC), each with one person serving as a representative to the District LCAP Steering Committee and/or District English and Language Advisory Council (DELAC). District and site websites, social media, district newsletters, and site newsletters are also a part of getting families involved in their children's education. Information related to school and parent programs, meetings, and other activities are sent to parents in either English or Spanish. Translation is regularly offered at District and site level parent education sessions. PRJUSD provides training and support for parents on a variety of topics that include Back To School Nights, Parent-Teacher Conferences, Parent Newsletters with embedded parent education, Family STEAM Nights, ELAC Parent University, Family Math/Science Nights, and College Information Nights. This year the district added a technology help line, including Spanish access that was available from 8:00 a.m. to 8:00 p.m

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:

PRJUSD has five elementary schools, two middle schools and an elementary independent study program participating in Title I Schoolwide Programs. There are no targeted support programs or programs for neglected or delinquent children. School programs are developed in consultation with parents and based on an annual parent survey, LCAP and LCP Stakeholder feedback, and annual Title I Parent meetings at each site. School teams review student achievement data each year to determine services for the upcoming year. Services include push-in class support, reading intervention, after-school tutoring/homework assistance, and mental health support. Ongoing monitoring of student data occurs three times per year using common assessments in reading, writing, and math. Monitoring of student progress allows for students to enter/exit interventions and support quickly. Professional development is a critical component to our plan. Professional development is based on the needs and goals of each site as well as district-wide focus areas. Examples of professional development offerings include GLAD, Best First Teaching, ELD Supports, PBIS, Trauma-Based Instruction, etc.

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:

Paso Robles Joint Unified School District (PRJUSD) engages in support for homeless students through identification, reduction of barriers to enrollment, and proactively offering services and supports to both students and families. At the beginning of each year, school site secretaries and office staff are trained on enrollment steps for our homeless and foster students and families. They participate in a San Luis Obispo County Office of Education McKinney-Vento Act training. Office staff is aware that all homeless students are eligible for immediate enrollment regardless of immunization records. In addition, all school sites have active campaign programs for PRJUSD community partner, The LINK. The LINK program provides a family resource center with services to students and families in need of food, shelter, transportation, and mental health services. In addition, secretaries review all enrollment information to check to make sure that families are properly identifying their shelter status. If a question arises, secretaries and office staff are trained to report any inconsistencies to the district homeless/foster liaison for further investigation and support. Throughout the year, school site secretaries will inform the district liaison of additional students and families that enroll throughout the

year and connect these individuals to services. All homeless and foster information is tracked through our AERIES software systems. These services and supports are in the form of transportation, school supplies, and clothing vouchers. Attendance and academic success of homeless and foster students is of utmost importance to PRJUSD.

Secondary counselors and attendance clerks as well as elementary secretaries track attendance of students at their school sites. When a homeless/foster student is specifically identified as incurring a pattern of unexcused absences, this staff initiates the conversation as to why there might be a barrier to attending school. If transportation is a need, school site staff notifies the district liaison who then coordinates either bus passes, bus stop pick up, or door to door pick up with the transportation director. If other needs are identified, the staff works with the district liaison to coordinate support for the student's attendance for school each day. To further the success of homeless and foster students, after school programs are offered for academic and social emotional success.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

PRJUSD is committed to early intervention for our most fragile learners and their families. The district operates “Early Learning Academy” preschool classes at two of our Title I elementary schools. Although not funded through Title I, these programs engage families with Title I supported parent education nights.

Transition for students exiting early education programs and entering our elementary sites is done through a Kindergarten/TK Round-Up. Individual family appointments include an introduction to the school, time to meet the principal and teachers, pre-academic screening, and learning about community services for the family from the Family Resource Center.

Transition for students entering middle school include WEB - a Middle School Orientation and Transition Program. WEB provides students with strategic and intentional actions where 6th graders get the necessary support to successfully navigate this transition and start their middle school experience on a positive note. This year, the education is primarily distance learning. An orientation schedule has been developed when the transition to in person learning occurs for students

Transition for students entering high school include Link Crew - a High School Orientation and Transition Program for all incoming 9th graders. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Link Leaders and freshmen start building the mentor relationship and freshmen receive information about how to be successful in high school. This year, the education is primarily distance learning. An orientation schedule has been developed when the transition to in person learning occurs for students

Paso Robles Joint Unified School District (PRJUSD) is pleased with it's relationship with Cuesta Community College in offering Dual Enrollment Courses at Paso Robles High School. These courses are taught as regular courses on the Paso Robles High School campus, and are acknowledged by Cuesta College as equivalent courses. Counseling services in grades 6-12 were effective in supporting students to enter into and successfully complete Dual Enrollment courses.

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:

Paso Robles Joint Unified School District (PRJUSD) is committed to providing all schools with effective school library programs coordinated by a full time District librarian with general funds. Each site is staffed with a trained library technician. All school libraries include updated collections of fiction, nonfiction, and online resources. Students are able to access online resources both at school and home. Site Title I funds may be used to supplement library collections.

PRJUSD has implemented a 1:1 student to Chromebook ratio throughout all grades TK-12 this year as a result of the need to provide distance learning to all students during the pandemic. This initiative has been successful in building digital literacy in the areas of reading, comprehension, mathematics, and research. In addition, PRJUSD has digital citizenship lessons for each grade K-12 that have been district developed and are delivered by the district library technicians at each site. Each lesson complies with the Children's Internet Protection Act (CIPA) requirements and ensure that schools educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW

N/A

Formal Agreements

ESSA SECTION 1423(2)

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

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional Development for Teachers:

From the moment teachers are hired in PRJUSD, they are provided ongoing professional development and support. New teachers attend an orientation day facilitated by the Human Resources and Educational Services Department's Directors. All new elementary and secondary teachers receive training on district-adopted curriculum, district-relevant technology, Framework for Teaching, and Best First Teaching. The year professional development was added on how to use digital tools for distance learning. Teachers new to the profession, participate in a comprehensive Teacher Induction Program for the first two years of service. Each new teacher is assigned a mentor who provides coaching and support. Teachers must show evidence of their growth and improvement over two years by completing the approved induction program. Mentor teachers supporting this program also receive professional development from the Director of Curriculum in collaboration with San Luis Obispo County Teacher Induction Program staff. PRJUSD uses the California Standards for the Teaching Profession (CSTP's) for ongoing teacher professional growth and improvement within our negotiated evaluation system. Teachers and principals collaboratively select components from the CSTP's as the focus of the teacher's professional growth for the year. Ongoing informal and formal observations support and measure teacher growth and performance.

PRJUSD offers a variety of professional development opportunities for teachers throughout their careers. All teachers attend two mandatory district-led days of professional development each year

before school begins. Topics on this day include: Digital tools and distance learning strategies, Framework for Teaching, Best First Teaching, EL Road Map, MTSS, and Trauma-Informed Practices. Additional professional development centered on pandemic health and safety protocols, curriculum specific information, use of new digital tools and Social Emotional Learning are provided during Professional Learning Communities (PLC) time. Sites also have additional professional development at their school sites throughout the school year during collaboration and staff meeting times. Topics for these days are site specific and aligned to district and site visions and goals for the year. Grade Level/ Department Lead Teachers and principals also lead Teacher Collaboration days focused on curriculum and data analysis. Topics are based on teacher and principal feedback, curriculum needs, and student assessment data which is all aligned to the district goals and vision. In addition, all teachers are provided teacher-directed days which can be used at the teacher's discretion for collaboration, planning, etc. Additional professional development opportunities are provided for both elementary and secondary teachers through virtual educational conferences, classes and workshops.

Teachers have attended trainings such as MTSS, PBIS, TIME NGSS Toolkit and Fair Act Compliance trainings offered by the San Luis Obispo County Office of Education. These teacher leaders and/or administrators then meet with teachers at their school to provide training and resources. In addition, teachers are invited to attend virtually after school professional collaboration sessions on district committees for topics such as curriculum pilots and writing prompt collaboratives.

Teacher feedback is an important part of our professional development plan. Surveys are consistently provided following trainings to gather feedback and make adjustments for future trainings. Questions on the survey are also used to collect feedback for future training topics.

Professional Development for Principals and other School Leaders:

PRJUSD provides ongoing professional development for principals and assistant principals based on the Board's priorities and LCAP goals. The superintendent shares the school board's priorities for the upcoming year with the administrative team. Professional development and collaborative conversations take place over the summer to increase administrators understanding and expertise in areas of focus. The Educational Services Department provides professional development for all principals once every other month throughout the school year, with additional days before and after the school calendar. Topics for these sessions include: Digital Tools and Distance Learning, Health and Safety Protocols, Assessment Data Analysis, Coaching, ELD, Best First Teaching, Math instruction, English Language Development, Multi Tiered Systems of Support which include PBIS, SEL and academic interventions. New administrators are supported through a variety of systems. San Luis Obispo County Office of Education (SLOCOE) facilitates the Clear Administrative Services Credential Program for the first two years of the administrator's service. Each new administrator is assigned a mentor from within the district to support their transition to administration. Administrator collaboration time is provided on a monthly basis at elementary and secondary principals' meetings. Administrator feedback is also an important part of our professional development plan. Feedback is regularly solicited at ongoing principal meetings and via email and surveys.

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:

PRJUSD prioritizes funds to serve teachers at schools providing comprehensive support and improvement, including five Title I elementary sites, two middle schools and an elementary independent study program. Consultation with Title I principals, teachers, and parents through District Title Advisory Committee as well as site level School Site Councils inform the use of funds. In addition, PRJUSD is able to fund professional development for new teachers and principals. Additional teachers are provided opportunities for professional development as Title II funds allow. Title II funds are centrally managed to efficiently provide professional development to a greater number of teachers.

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:

Data:

PRJUSD uses data cycles throughout the year to review progress and improve activities supported under Title II. The sources of data used include teacher professional development surveys, LCAP/LCP student/staff/parent survey, CHKS (Healthy Kids) student/staff survey, and student common and standardized assessment data. Survey data is analyzed after each professional development session. Common assessment data is analyzed three times per year while standardized data is analyzed each Spring/Summer for implementation of the new plan for the upcoming school year (No standardized assessment data was available for the 2019-20 school year).

Ongoing Consultation:

Consultation with Title I teachers, principals, and parents occurs throughout the year at LCP/LCAP Steering Committee meetings as well as site level School Site Council meetings to inform the use of funds. As part of our LCP/LCAP Stakeholder outreach, consultation meetings occur with each employee group, with parent leader groups, and through community forums. PRJUSD Educational Services staff describes the current LCP/LCAP goals, activities, and budget and then takes time to answer questions. All members of the PRJUSD community are encouraged to complete a survey providing suggestions for revisions to the plan. The LCP/LCAP Advisory Committee reviews stakeholder feedback to update and improve Title II activities. Title II is one part of the overall LCP/LCAP, made up of four focus areas with annual goals, services and activities.

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:

To enhance teacher, school support staff, local district and school site administrator capacity to support the English Learners in meeting or exceeding English language development benchmarks (increase one proficiency level per year) and the same challenging State academic content standards that all children are expected to meet, the following professional development will be provided: (1) Newly adopted curriculum, leveraging the digital resources (2) Lesson planning (3) Designated and Integrated ELD (4) The essential components of Integrated ELD (5) Instructional implications of English Proficiency Assessments of California (ELPAC), modeling the integration of ELPAC task types with adopted ELD/ELA curricula (6) California EL Roadmap (7) Ellevation- instructional strategies (8) Imagine Language and Literacy.

The District will supplement the implementation of the overall professional development plan by continuing to multi-fund with Title III to provide school-based professional development support on the above referenced professional development areas, addressing the different typologies of English learners (including Newcomers, PLTEs and LTELs) and collaborating with the San Luis Obispo County Office of Education. The District will also allocate Title III funding for teachers to attend EL program professional development sessions and engage in Designated or Integrated ELD lesson planning during or outside the instructional day.

ELD is an integral part of professional development in the district. District-wide professional development in English language arts, math, and other curricular areas is designed to address the individual needs of all students including English learners. The district has provided trainings and workshops in multi-tiered systems of support (MTSS) which are intended to ensure success for all students through a series of supports of increasing intensity. English learner students are included in the MTSS process. The District's English Language Development Coordinator and Director of Curriculum and Assessment provide and/or support staff development opportunities for teachers and administrators and supports funding to release teachers so that they may attend research-based trainings such as: SDAIE (Specially Designed Academic Instruction in English), ELD strategies, integrated ELD, Ellevation instructional strategies, use of adopted supplemental ELD curriculum, effective instructional practices for culturally diverse students, curriculum planning for the implementation of the new State language assessment, ELPAC, and curriculum-specific professional development. Because the ELPAC is aligned to the 2012 ELD standards, staff who deliver ELD to English Learners needed training in order to align instruction with the ELPAC and the ELD standards. The initial training focused on providing ELD teachers with basic knowledge about the assessment and how it differs from CELDT. Training will be on-going as the ELPAC is fully implemented and the needs of our EL students change.

The purpose of the District-wide professional development is to enhance staff capacity to understand and implement curricula, formative and summative assessment practices and measures, and instructional strategies for English Learners. This is accomplished through professional development

days prior to the start of school, time during the Monday Professional Learning Communities (PLC) and paid time for teachers outside of the workday.

The district will also focus on strengthening our collective teacher efficacy through empowering teacher teams with a focus on collaborative inquiry during the PLC times. During the PLC, teachers and administrators work together, review student data, agree upon curriculum focus, modify approaches, and seek out best practices. Moreover, the District will invest in EL parent outreach and engagement to ensure parents are equal partners in the education of their children. To ensure parents of English Learners are an integral and engaged part in the education of their children and in their pathways to English proficiency and academic success, the District will conduct parent trainings on the reclassification criteria, ELD, and ways to support language, literacy and numeracy of English Learners at home.

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 district will provide extended-hours intervention opportunities for immigrant students after school or during summer school, specifically focusing on math intervention. The virtual math support will be offered to the most at risk immigrant students and newcomers.

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:

Funds from Title III will be used to supplement services beyond that of Base and LCAP funds to specifically focus on the needs of English Learners. While core materials and classroom teachers are required for student instruction, the additional staff and services provided with Title III funds provide an extra layer of support for teachers and parents of English Learners and direct services to students with the goal of accelerated language acquisition and increased student achievement.

The EL Coordinator and Director of Curriculum and Assessment will provide professional development to the site administrators for implementation of ELD standards. The EL Coordinator, District personnel, and site administrators will observe implementation and will work with teachers to ensure students are appropriately placed in English classes. Teachers will work with grade level teams during PLCs to ensure that research based instructional practices are consistent across the

district. Practices include: success criteria, goal setting, sentence frames, graphic organizers, Socratic circles, and close reading in order to build language acquisition. Additionally, teachers will use instructional strategies from Ellevation which provides both integrated and designated activities for all teachers. Furthermore, during PLCs teachers will analyze results from the district ELD assessments. During the 20-21 school year, progress monitoring specific to ELD standards was added to the district wide assessment calendar; one of the Superintendent's goals was to establish designated ELD assessments. District staff developed 6-8 and 9-12 fall and winter assessments that measured progress in the four domains: listening, speaking, reading, and writing. Also added for the 20-21 school, all English learners TK-5 now have access to the program Imagine Language and Literacy. Within this program, students take a benchmark assessment to measure their growth in English (listening, reading, writing, and speaking). Results are discussed during PLC and were shared with parents during parent conferences in the winter.

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:

Subgrant funds will largely be used to provide personnel at the district level to support and guide administrators and instructional staff in the implementation of a continuous improvement cycle focused on English Language Development and content achievement through Designated and Integrated ELD and the use of data to guide instruction.

Instructional assistants will provide opportunities for targeted language and content practice with small groups of students at the sites to support the core ELD instruction delivered by classroom teachers. Funds were used to purchase Ellevation which not only helps monitor EL students, but also offers all teachers resources and instructional strategies. These instructional strategies have been a focus this year during the school closure. The strategies assist teachers as they create integrated lessons for synchronous, asynchronous, and in person instruction. Dual Immersion staff will be provided an extra layer of professional development (GLAD strategies) to augment their content and ELD instruction. Additionally, Dual Immersion teachers are provided dual language instructional strategies within the Ellevation platform.

School site administrators, in conjunction with site teams, will develop goals and action steps aligned to the District LCAP. These actions, together with site based and formal district formative assessments, will provide a foundation for daily lesson planning and ongoing monitoring of progress in listening, speaking, reading, and writing.

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:

Consultation and Needs Assessment:

PRJUSD developed the Title IV section based on parent and staff feedback as part of our LCP/LCAP Stakeholder outreach and survey results. In reviewing the stakeholder feedback tied to the three major components of Title IV the following trends in needs were identified and funds were fully added to the Title I funds to provide the following services:

Effective Use of Technology:

Strategic use of technology through individualized intervention and support, personalized learning, and 1:1 access to student iPads (TK-1) Chromebooks (2-12) enhance the educational opportunities and academic success for PRJUSD students. This action is assessed through usage data and LCAP survey results.

Safe and Healthy Students:

The LCAP/LCP surveys indicated that Social Emotional Health was a concern of parents and staff. Students in PRJUSD have access to counseling and mental health support through Psychologists, Counselors, Mental Health Therapists, Intervention Specialists, and Guidance Specialists. In addition, students receive Health Education instruction and staff are trained in the Signs of Suicide program and social emotional curriculum. These programs are assessed through contact logs, the California Healthy Kids Survey, and the LCAP surveys.

Well-rounded Education:

Parents indicated the need to connect students to school and each other following the return to school through engaging activities. In order to meet this need and provide a well-rounded education for the students of PRJUSD, instruction reaches far beyond core subjects to include the Visual and

Performing Arts, a wide variety of electives, garden based learning and innovative ways to reach all students (Learn by Doing, Outdoor Learning and PBL). These programs are assessed through an extensive survey.