

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

LEA Name

San Rafael City Elementary School District

CDS Code:

21-65458-0000000

Link to the LCAP:

(optional)

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

(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.

Categorical funds are strategically applied to enhance academic initiatives like those described here by providing supplemental support where targeted student groups may receive supports over and above what is delivered using general funding.

We continually review our progress and performance throughout the year using multiple measures. These include numerical student data disaggregated in multiple ways, parent and community meetings and anecdotal data. Based on this review, the District has much to be proud of that must be maintained or built upon for continued success. Examples include:

Student Learning

Student learning is the core of the work we do. We have multiple measures we utilize to measure progress and throughout the year have been using these measures to inform program choices, instructional choices, professional development and more. The actions we took in 2017-2018 built on what was previously in place. Some examples of this include:

- We deepened the work happening with elementary newcomer students by working collaboratively with the newcomer teachers to create program guidelines, a scope and sequence and holistic rubric for language acquisition using the ELD standards that can be shared with parents and teachers. We also added newcomer support for students at another elementary school that has a growing newcomer population. This led to focused instructional supports for newcomer students.
- In grades K-5 we used Student Progress Sheets to collect data at student, classroom, grade, school, and district levels at regular intervals in math and reading. In grades 1-5 as measured by the F&P, we saw 49% of students at grade level in reading and 61% in the spring. In grades K-8 we went from having 51% of students reading at grade level in the fall to 64% in the spring as measured by the Reading Inventory. In the middle school they continued their use of SBAC interim assessments. The interims showed 75% of students near or exceeding standard in ELA and 52% in math. These assessments informed instruction, including intervention, for students.
- AVID strategies continue to be utilized in the middle grades.
- The middle school teachers piloted an ELD/ELA curriculum which will be used beginning in the fall of 2018

Our focus will continue to be on increased student learning for all with a lens on our English Learner population. Some next steps include:

- Increasing the intervention support at a target school based on data collected throughout the year
- Improving our systems and structures, as well as our practice, for academic intervention supports
- Increasing the support for San Pedro by having a 1.0 FTE assistant principal

Professional Development:

Professional development continues to be a District-wide focus as we know that the classroom teacher has the greatest impact on student learning of all educators outside of parents. Some actions we took this year in professional development include:

- Providing a year-long array of differentiated professional development offerings to teachers by instructional coaches on topics from "Math Talks" to "Strategy Groups: Differentiated Reading Instruction" to "Behavior ABCs: Prevention and Intervention in Page 2 of 30 the Classroom."
- Continued district wide focus on SEAL training, strategies and units throughout grades PK-3 with support from instructional coaches
- Instructional coaches at each site with regular district meetings for alignment and professional development

- A district-wide focus on small group reading supports by coaches. This has resulted in 97% of teachers implementing guided reading (up from 81% two years ago) and 92% of teachers beginning to implement conferring during reading instruction.

Family Engagement:

We believe that families are integral to improving the way in which we serve students. Some of the actions we took this year to increase and improve family engagement based on feedback we received included:

- Regular DELAC meetings
- Regular SELAC meetings at all school sites
- Parent Advisory Committee meetings
- Parent Leader meetings
- Parent leadership classes, two series of 20 hours
- LCAP parent engagement meetings
- Parent classes on media safety and family life
- Regular meetings for Community Liaisons to discuss what support they need in working with families
- Maintaining family centers at many of our schools

Culture and Climate:

We continue to take intentional steps to promote positive climate and culture at all SRCS elementary sites. In addition to ensuring that our sites are compliant with all laws and regulations related to health and safety, our nursing staff routinely develops plans to ensure that individual students with exceptional needs have the support necessary to have access to all aspects of their respective educational experiences. We maintained counseling support at all of our sites, and we have continued to grow our collaborative partnerships with many local agencies providing additional mental health support to our students. Consistent with our Board Policy, all of our middle school teachers and administrators have received training on suicide prevention, and we have developed risk response teams as part of our tiered levels of support to more closely monitor students who are more significantly at risk. We have also taken steps to address chronic absenteeism through improved data collection/analysis, as well as the support from a local agency to better support our SARB process. We have also engaged in a partnership with the Anti-Defamation League (ADL) to promote anti-bias and anti-bullying work at our middle schools. Both Venetia Valley and Davidson Middle School achieved the “No Place for Hate” designation by the ADL. Finally, our K-5 sites have continued their work to increase engagement during recess through structured play activities which has resulted in a reduction of disciplinary issues.

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.

In order to promote alignment of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs, stakeholder groups are engaged to review LCAP goals, actions and services as part of the planning process for the use of categorical funds and the development of the Single Plan for Student Achievement for each school receiving categorical funding.

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.

Teachers to be released to perform one-to-one assessments with students to inform instruction, particularly for students reading below grade level. Our comprehensive assessment system is intended to identify gaps in student achievement so that appropriate interventions can be provided with a heightened focus on our targeted student groups. Improved monitoring of student progress will enable the establishment and delivery of targeted academic interventions.

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).

Our sites continue to utilize a Positive Behavior Interventions and Supports (PBIS) framework to utilize preventative measures to traditional school discipline. We are in process of developing a partnership with a local nonprofit to expand our use of restorative justice for our middle school students as a means to alternative measures to traditional discipline. Our staff will be receiving equity training prior to the start of the 2018/2019 school year.

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.

NA

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.

Professional development continues to be a District-wide focus as we know that the classroom teacher has the greatest impact on student learning of all educators outside of parents. Some actions we took this year that will continue on in the 2018-19 academic year for professional development include:

- Providing a year-long array of differentiated professional development offerings to teachers

by instructional coaches on topics from “Math Talks” to “Strategy Groups: Differentiated

Reading Instruction” to “Behavior ABCs: Prevention and Intervention in the Classroom.”

- Continued district wide focus on SEAL training, strategies and units throughout grades PK-3

with support from instructional coaches

- Instructional coaches at each site with regular district meetings for alignment and

professional development

- A district-wide focus on small group reading supports by coaches. This has resulted in 97%

of teachers implementing guided reading (up from 81% two years ago) an

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.

We believe that families are integral to improving the way in which we serve students. Some of the actions we took this year to increase and improve family engagement based on feedback that will continue on in the 2018-19 academic included:

- Regular DELAC meetings
- Regular SELAC meetings at all school sites
- Parent Advisory Committee meetings
- Parent Leader meetings
- Parent leadership classes, two series of 20 hours
- LCAP parent engagement meetings
- Parent classes on media safety and family life
- Regular meetings for Community Liaisons to discuss what support they need in working

with families

- Maintaining family centers at many of our schools

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.

Eligibility for the Free and Reduced Price Meal program

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:

All students are taught by highly qualified, subject-area credentialed teachers with comparable years of experience.

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:

Our entire San Rafael City Schools (SRCS) community is integral to shaping our plans for continued success and growth. SRCS conducted an in-depth, targeted and multi-layered engagement process this year. This engagement process includes multiple opportunities to review and to provide feedback on the plans to support all students in SRCS to graduate ready for the 21st Century.

The center of our engagement work this year was our LCAP Stakeholder Engagement Taskforce, with supporting efforts. The Taskforce was comprised of representatives for parents, teachers, students, labor management, Board members, community members and administration. This group meets several times throughout the school year. Their central focus was discussing the top priorities in the district as well as taking a closer look at goals 1 and 2. Each action was reviewed to determine if it was listed in the proper goal. Stakeholders were also asked to pose questions about the actions. The questions and feedback were taken into consideration in the revision of the LCAP. Our goal was to develop an LCAP that is easier to read for all community members.

Additionally, the LCAP Parent Advisory Committee (PAC) consulted, reviewed and commented on the District's LCAP. The PAC meetings were designed specifically for SRCS parents to give input on the goals, actions and services in the LCAP. An initial meeting was held in January to provide feedback on the goals and a second meeting was held in May to review and provide feedback on the draft LCAP.

Furthermore, as part of our engagement work we conducted: sessions with teachers and staff; student focus groups; input sessions with labor management; and leveraged existing committees.

In summary, the engagement opportunities took place in the form of:

- LCAP Parent Advisory Committee (PAC) meetings
- LCAP Stakeholder Taskforce meetings
- Employee meetings and faculty meeting presentations
- Student focus groups
- Labor management input
- District committees, including DELAC, Curriculum Advisory, Budget Advisory and others
- Principals meetings
- Board of Education presentations

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:

San Rafael City Schools does not have any programs that meet this criteria.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will provide all services and supports in compliance with requirements for homeless youth. In addition to these actions, services and supports, the LEA works with community partnerships for clothing and school supplies, documents current community resources and provides networking support to school sites in order to link families with these community resources, provides family centers at multiple schools, and is continuing the elementary to high school transition program for homeless youth.

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:

Preschool to Kindergarten transition plan identifying services and supports at the parent, student and site level

Parent Plan:

Provide a variety of social events supporting the transition from preK to Kindergarten (examples include an Ice-Cream Social where parents meet and greet with teachers and staff (Fall), Back to School Night (Fall), Parent Conferences (Fall and Spring), School Tours (Winter through Spring), Open House (Spring), Kinder Parent Orientation (Spring).

Host parent resources on the school district webpage for early education: <http://www.srccs.org/preschool>.

Host ongoing parent events such as “Charla Café’s” to keep PreK and Kindergarten parents apprised of school events, important topics and access to supportive resources for students.

Continue to strengthen SRCS Preschool collaboration between the three programs, District Pre-K, Marin Head Start, and Pickleweed Preschool, by combining parent workshops and activities with the Parent Services Project.

Families currently engage in PreK gallery walks with goal to expand walks across multiple grade levels so parents and students can begin to anticipate the experiences in upcoming grades.

Parents are encouraged to participate the “Leaders for change series” (geared toward parents) as well as to take advantage of services provided by school site family centers whose mission is to grow the partnerships between parents and outside agencies as well as to provide further resources and opportunities to students and their families. Family night opportunities include information on toolbox, report cards, student data, scores, math/ela activities, internet safety and social media, homework and special nights held for newcomer families in addition to monthly parent education meetings in collaboration with PreK and K parents focused on social emotional development and academics.

Student Plan:

PreK and Kindergarten orientations are conducted each Spring in conjunction with common student assessments to support mindful classroom placement.

Student “snapshot” cards developed from Kindergarten template are used to communicate student profile of readiness and transition needs to Kindergarten to ensure differentiated and individualized support for each student.

Common instructional strategies are used to support a successful transition from PreK to Kindergarten.

Field trips between PreK programs are scheduled for PreK students to promote socialization and prepare students for the different school environments where they will begin Kindergarten.

Site Plan:

PreK and Kindergarten teachers participate in the “PreK to K Collaborative.” The goal of this collaboration is to support alignment and ease the transition from PreK to Kindergarten through activities such as learning walks to observe one another’s classrooms as well as structured collaborations.

District grade level meetings are regularly attended by both PreK and Kindergarten teachers together to collaborate on classroom and student-level topics. This aligns with and complements the work of the PreK to Kindergarten Collaborative to maintain alignment and solidify processes and procedures to support student development and transition between programs. Common assessment tools (ESGI and P3 Common Assessments) are used to implement common strategies and common language around learning strategies and student expectations.

PreK to Kindergarten articulation meetings take place each Spring for students transitioning from PreK to Kindergarten and include family center staff, preschool teachers and kindergarten teachers.

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:

All Title I schools receive supplemental funds to create and sustain leveled classroom libraries. In addition, supplemental math coaching, supplemental reading intervention, and additional training and support in the form of research-based literacy intervention is provided to targeted Title I schools based upon student need and new teachers. The LEA provides professional development on creating and refining research-based systems of supports to promote academic achievement of CCSS to targeted Title I schools based upon student need.

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:

NA

Formal Agreements ESSA SECTION 1423(2)

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

NA

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

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:

NA

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:

NA

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:

NA

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:

NA

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:

NA

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 continues to be a District-wide focus as we know that the classroom teacher has the greatest impact on student learning of all educators outside of parents. Some actions we took this year in professional development include:

- Providing a year-long array of differentiated professional development offerings to teachers by instructional coaches on topics from "Math Talks" to "Strategy Groups: Differentiated Reading Instruction" to "Behavior ABCs: Prevention and Intervention in the Classroom."
- Continued district wide focus on SEAL training, strategies and units throughout grades PK-3 with support from instructional coaches
- Instructional coaches at each site with regular district meetings for alignment and professional development
- A district-wide focus on small group reading supports by coaches. This has resulted in 97% of teachers implementing guided reading (up from 81% two years ago) and 92% of teachers beginning to implement conferring during reading instruction.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA will prioritize supplemental funds to create and sustain comprehensive support and improvement activities. One way the LEA accomplishes this is to provide, supplemental math coaching, supplemental reading intervention, and additional training and support in the form of research-based literacy intervention is provided to targeted schools based upon student need and new teachers. The LEA provides professional development on creating and refining research-based systems of supports to promote academic achievement of CCSS to targeted schools based upon student need.

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:

We continue to be aware of the areas in which we need to improve the way in which we serve students, ultimately resulting in increased student performance. Based on the California School Dashboard and our own metrics the identified areas include:

- ELA performance dropped district-wide for all groups. Student groups we continue to focus on based on data include ELs (-7.2%), Hispanics (-6.5%), homeless (-16.6%), Socioeconomically disadvantaged (-7.7%), Students with disabilities (maintained), and African Americans (-22.2%)

Some of the actions we have taken include an increase in instructional coaching with a focus on professional development in small group reading strategies, the purchase of and professional development on reading intervention programs, SEAL professional development and coaching for strategies that will support ELs in accessing the content, and regular district-wide reading assessments to monitor progress

Some next action items include increasing targeted reading intervention support at some sites, professional development in writing for all elementary schools over the next few years, example SEAL units refined by coaches for teachers to use, and a benchmark assessment in language arts for grades 2-5 to measure student learning throughout the year

- Math performance dropped for district-wide for all groups. Student groups we continue to focus on based on data include ELs (-3.1%), Hispanics (-4.1%), homeless (-14%), Socioeconomically disadvantaged (-5.3%), Students with disabilities (maintained), and African Americans (-6.3%)

Some actions we took this year included district-wide professional development offerings in math professional development, focused and iterative work with middle school math teachers with a math consultant, and instructional coaches at each site

Some next actions include an elementary focus in professional development next year in math with each teacher receiving at least four professional developments from instructional coaches and continued middle school math professional development

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:

Facilitate intensified professional development for teachers on intervention programs that target EL students and English Language Development on campus with targeted professional development. This will include:

- Release time for professional development for teachers in attending trainings, creating curriculum, common planning time, etc.
- Hiring roving substitutes

Professional Development for workshops, conferences and other trainings off campus: to include registration fees, substitutes, travel expenses.

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:

Provide Enhanced instructional opportunities to immigrant students and their families:

1. Additional Classroom Supplies for Newcomer Students
2. Educational Software (Rosetta Stone) ESL
3. Additional oral and written support for newcomers and their families
4. The two elementary schools with the greatest number of English Learners have hired a newcomer teacher for each site. Additional materials will be given to those teachers and the teachers they work with to further supporting the needs of their newcomer students.

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:

Provide additional Oral language support to EL students in after school and extended day services.

Provide additional intensive reading interventions for EL students below grade level as well as additional ELD classes for newcomer students:

- a. Extended day learning opportunities focused on reading interventions with teachers
- b. Instructional Assistants to further students' academic growth and language development
- c. Instructional Materials

The Marin Theater company will work with our middle school to enhance language development opportunities with the help of drama, theatrical interpretation and public speaking where community groups who focus on these areas work with students on developing these skills. In ELD classes, ELs are developing oral language. This program exists for these students to strengthen their oral language performance skills.

Restorative justice intervention through the YMCA. Many of our students suffer from post-traumatic stress due to circumstances and situations of migrating to the United States and being separated from their families. This program offers mental health services for our English learners which results in supporting socio-emotional needs as well as academic performance

Community liaison: Building bridges between home and school by providing additional learning opportunities for parents/guardians and families to support academic acceleration

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:

- (C) 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
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SRCS holds sites accountable by monitoring the academic achievement and alignment with Single Plan for Student Achievement through ELPAC and CAASPP data, reclassification rates, other performance indicators such as benchmark and formative assessments. In addition, site Language Assessment Teams monitor the success and progress of their English Learner students. The data collected is examined to identify trends and patterns in order to further inform EL program. Information is shared between the school sites and the district.

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:

NA