

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

## LEA Name

San Rafael High School District

## CDS Code:

21-65466-0000000

## Link to the LCAP:

*(optional)*

## For which ESSA programs apply to your LEA?

Choose From:

### 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:

- **Implementing Canvas:** In 2016-17, based on teacher feedback, the District purchased a Canvas license, a learning management system and teachers began piloting the system at each school. Through its many different functions and tools, this software will provide teachers, students and parents the opportunity to collaborate through a web-based system. Additionally, it operates as a unit repository for teachers to access units through Canvas' entire network. In the 2017-20 LCAP, we are planning for full implementation of this powerful tool, which will greatly impact student's entire educational experience at our schools. Our goal for the 2018-2019 school year is to use this platform to help all ninth and tenth grade students create portfolios, which will add to through their senior year.
- **Enhancing Student Voice:** Over the past several years, with an intensive focus in 2016-17, the District has made concentrated efforts to enhance and support student voice at our high schools through engaging activities designed to promote a positive school climate and culture. Student leaders participate in an annual retreat to identify school concerns and develop a plan of action for the school year. Student Voice Committees meet several times throughout the school year to discuss topics of interest. Additionally, there were targeted student voice sessions, such as a Newcomer Focus Group. Student leaders met over ten times this school year to discuss topics related to the plan developed at the retreat held on September 21, 2017. These efforts have helped inform our practice and what we need to do to improve the instructional program as well as culture and climate to better meet the needs of students. Furthermore, by connecting Student Voice sessions to staff meetings, teachers and staff are learning from students and are build stronger relationships and understanding. In the 2017-20 LCAP, we plan to continue and expand these efforts to get more feedback on specific topics and issues that will make our students' high school experience even more meaningful.
- **Increasing Parent Engagement:** Effectively communicating with and engaging our families in District initiatives and in decision-making is critical to the success of our students, schools, families and District. Several of our actions and services are focused on investing in our families. By improving our efforts to engage families, specifically families in targeted groups, we believe families will participate more fully in the education of their children. A few examples in the 2017-20 LCAP include: ensuring schools have well-trained Bilingual Community Liaisons; providing translation and interpreting support; hosting parent leadership classes; implementing a comprehensive communication plan; and more. These initiatives are specifically designed to ensure that all families are being reached in effective and accessible ways.
- **Building More Inclusive Schools:** It's fair to assert that every school district in the nation should be doing explicit work to combat bias, bullying and hatred. We recognize our need for promoting more inclusivity and connectedness within our school communities. Therefore, in the 2017-20 LCAP, we plan to expand our partnership with the AntiDefamation League's "No Place for Hate" initiative. Our goal is to have all of our participating sites achieve a "No Place for Hate" designation through staff, student and Page 4 of 222 family trainings and at least three anti-bias activities per year. In 2017-2018, San Rafael High School achieved a "No Place for Hate" designation from ADL.

## 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.

We provide all students with high expectations that foster critical thinking, collaboration, creativity, and communication skills in order to master the Common Core State Standards while continuing to be college, career and community ready.

The academic performance of ELs is monitored using assessments, teacher observation and focused professional dialogue in Language Assessment Team, Instructional Leadership or Student Study Team meetings in order to identify developing academic deficits. Academic and language proficiency monitoring are also continued for four years following reclassification to ensure students continue to make expected growth.

Throughout the year, students who are not making expected academic progress are identified as in need of academic intervention via referral to the Student Study or Language Assessment Team.

A Student Study Team (SST) consists of school personnel knowledgeable about the student being discussed. The SST uses a formal process to review the student's individual strengths and needs in order to develop strategies for addressing those needs. When a Student Study Team is discussing an English learner, the team must include at least one member who has knowledge and understanding of the effects of language acquisition and culture on achievement. This staff member must hold a credential that authorizes instruction of English learners. The team must also include an interpreter when the attending parent is not a fluent English speaker.

The purpose of a Language Assessment Team is to monitor growth and performance of EL students and to enhance services being provided to this target population in individual schools. Information gleaned from the focus and time spent on examining and discussing data and best practices for ELs enhance specific educational and support services in a school. For every Language Assessment Team, there is a Language Assessment Team Facilitator. Principal determines who that person will be but this person is usually an ELD teacher, a teacher on special assignment, literacy coordinator or coach. In some schools the position may be shared. The LAT facilitator facilitates the meetings, sends scheduling information to the rest of the team and engages team members in identifying strengths and weaknesses, spearheads the collection and analysis of data, may be asked to attend occasional district-wide meetings. There are usually five meetings a year. The last two meetings of the year are structured to identify students who need reclassifying and additional supports.

In both a Student Study Team and a Language Assessment Team, in order to thoroughly discuss the strengths and weaknesses of an English language learner, it is necessary to gather information from a variety of sources. Once the team has collected and analyzed the data, it can recommend interventions based on the individual student needs. Interventions may include, but are not limited to, modifications in instructional strategies, programs or materials.

**Overuse in Discipline Practices that Remove Students from the Classroom**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

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

An important success indicator is the suspension rate, and the California School Dashboard helps demonstrate that we have growth opportunities for this year. Within the LCAP, we are proposing several action items to promote a positive school climate thus reducing the number of student suspensions. Examples of such actions include:

- Offering a range of innovative program options- such as career partnerships, Regional Occupation Programs, and the California Technical Education program- to promote student engagement.
- Maintaining the Positive Behavior Intervention and Supports (PBIS) frameworks at each site.
- Bolstering restorative practices as an aversion to traditional discipline.
- Engaging staff in cultural competence training.
- Continuing our Student Voice committees to foster more connectedness with our school communities.
- Establishment of an anti-bias framework at our high schools to promote respectful interactions between students. We recognize that our suspension rate is elevated among two important sub groups: students who are African-American, and students with disabling conditions.

We believe that the aforementioned action items will address the needs of these students. Additionally, we will be working with our database administrator to closely monitor the suspension rates among these populations throughout the year. The data will be utilized to develop targeted interventions.

**Career Technical and Work-based Opportunities**

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

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

- (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.

The LEA expanded opportunities to college and career readiness by offering students access to college courses on campus, strengthening college counseling services through our College and Career Centers, and working closely with our community partners to give students more information about how to be successful in college. To ensure we continue to make progress in these areas, the LCAP calls for refinement and continued implementation of these areas to better serve students.

## 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: A significant portion of our LCAP is on professional development, because we recognize student achievement is the endgame of high-quality, effective PD. We saw growth with our program in that all staff was provided with differentiated professional development with a focus on collaboration, alignment, and high quality staff retention and support, to maximize student learning and achievement. Highlights include: a strong teacher-driven professional development model that is being implemented at all three high schools; provided teachers with Canvas as our new LMS; continued to strengthen our benchmark assessment program by utilizing the CAASPP interim assessments for 10th and 11th graders; and worked closely with our HR Department to attract the best teachers for our students. To continue our success in the future, regarding teacher-driven professional development, although we will no longer have support from UCBHSSP for the coming year, we now have the capacity to continue this model with site coaches through individual sites. Additionally, we plan to demonstrate a Page 5 of 222 stronger commitment to the use of Canvas by providing professional development to train as many teachers as possible for full implementation in 2017-2018.

## 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.

Family Engagement: Through many of our actions and services, we have made concentrated efforts to effectively communicate and engage our families, and we are seeing significant progress. By improving our efforts to engage families, specifically families in targeted groups, we believe families are participating more fully in the education of their children. A few examples include: ensuring schools have well-trained Bilingual Community Liaisons; providing translation and interpreting support; hosting parent leadership classes; implementing a comprehensive communication plan; and more. These initiatives are specifically designed to ensure that all families are being reached in effective and accessible ways. We fully intend to continue our paths of progress by refining and implementing our strategic communications plan (specifically, increasing our number of communications); analyzing end-of-year parent surveys to improve our communication and engagement with families; continuing to focus on Bilingual Community Liaisons and discussing further training, common expectations and additional staffing levels as appropriate. We continue to receive feedback from stakeholders, particularly our students, about the importance of a safe and inclusive climate and culture within our school communities. We can be proud that we've seen progress with building these positive learning environments through several actions and services; we have provided a multitude of supports and services to students based on their needs. Our counseling and health programs, in addition to our staff trained in positive behavioral approaches provided students with positive, safe educational environments conducive to learning. We continued to provide students with programs to address chronic truancy and absenteeism, suicide prevention, and Positive Behavior Interventions and Support (PBIS).



**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 and services, the LEA coordinates efforts with community agencies to provide mentoring services to Title I students. In addition, in partnership with community agencies, Title I Homeless set-asides will be utilized to support a transition program providing students with case management as students progress from middle to high school. Case management includes college and career counseling, homework support and opportunities to engage in social-emotional learning.

### **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:**

Community Collaborations: Provides preparatory support to Title I students for standardized college entrance exams, tutoring and homework support, basic healthcare needs, counseling and mentoring, financial aid literacy.

AVID program: targets Title I and first-generation college-bound students; research-based strategies promoting college readiness and access; tutoring within college-access coursework; college visits; college and career counseling including A-G course completion support and advisement.

College and Career Advisors: Support Title I students through college application and acceptance process, including and not limited to processes associated with college research, application, and financial aid. Integrate research-based strategies to promote college attendance and degree completion.

CTE Coursework is promoted and accessible to all students to provide relevant, industry experience in locally supported and growing fields relying on 21st century skills

### **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:**

The LEA provides students access to a wide array of advanced placement courses and pathways including computer science, multi-media, engineering, business and environmental leadership.

## **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:

- All core content teachers, including ELD, will have multiple CCSS-aligned units of instruction and are provided multiple opportunities for professional development in the following areas: Canvas (ePortfolio), Calli (student discourse in math), NGSS, Advance Placement, AVID, and Project Based Learning.
- Redefining roles and protocols for Instructional Leadership Teams to analyze assessment data, monitor student growth, and refine instructional initiatives as based on agendas for ILT meetings at all three high schools.
- Provide 1 release day per department to align units of instruction in Canvas. Increase the number of teachers participating in the Canvas Summer Institute by 10%.
- Provide science teachers at all high schools release time to develop course sequence and units for NGSS implementation.
- Provide monthly teacher driven PD at SR and TLHS. Provide weekly PD at Madrone during common planning time.
- Monitor data indicators. Principals will provide disaggregated to teachers during ILT, faculty meetings, etc.
- Continue to implement staff recruitment and selection processes and retain qualified teachers.
- Maintain staff retention rates. Increase efficacy of new staff in the use of district-wide tools, protocols, and systems.
- Refine strategies to support new and existing staff.
- Continue to provide Madrone teachers with support from UCBHSSP bimonthly during common planning time.

### **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 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. While we have many areas of progress and points of pride, we fully recognize we have the opportunity and responsibility to improve our performance gaps. Based on information from the Page 8 of 222 California School Dashboard as well as district's findings, these areas include the following. A summary of steps the District is taking to address each area is also included.

The analysis of the California Dashboard indicates that the graduation rate for SRCS has decreased over the 2015-2016 school year; and most notably, English learners and socially disadvantaged youth saw the greatest decrease by -5.7% and -6.3% respectively. Upon further analysis, the overall drop out for SRCS has increased from 10.7 (2014-2015) to 12.0 (2015-2016). This increase was most apparent at San Rafael High School, which saw an increase of the drop rate jump from 10.2 to 15.0 over the same time period. One reason for this increase is due to a higher number of 17-19 newcomers that have enrolled in the school over the past several years. Many of these students have significant gaps in schooling and as a result, are unable to make up enough credits before they "age out" of the system and are then identified as dropouts. In addition, nearly 100% of these students identify as Socially Disadvantaged Youth.

In order to meet the needs of the identified student groups, SRCS has begun a Transitional Youth Program with a number of community partners, which will support adult students that are deficient in credits. This program in cooperation with local adult education programs, community organizations, and our local community college will provide these students with multiple entry points into adult and career education programs. Students will be assigned a case manager who will support their transition and enroll them into an adult education program. Once this transition is successful, then each SRHS will designate students as transfers within the student information system. This program is identified as an action item in our 2017-2018 LCAP.

## **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:**

Provide professional development for intervention programs that target EL students on campus. Provide release time for professional development off campus for ELD instruction and developing curriculum as well as planning for new ELD Social Studies course.

### **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 including additional classroom supplies for newcomers, for example, resources supplemental to SDAIE, access to conferences that focus on working with English Learners, curricular enrichment experiences, and supplemental technology resources.

### **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:**

A veteran EL teacher will be paid for a release period to provide English Language Development Coordination of curriculum, instruction and assessment. This person will be a lead person for the rest of the EL staff at one of the high schools.

Additionally, teachers from the two high schools will receive release time for professional development for ELD instruction, curriculum and planning for the new ELD Social Studies course. The course will be presented, reviewed and approved by the secondary advisory council.

Supplemental books to enhance language development will be purchased as a resource for teachers and use in the classroom Chrome-books with cart, headsets and printers to promote technological literacy and 21st century skills as well as to enhance their academic language learning experiences.

### **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