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

LEA Name

Campbell Union School District

CDS Code:

43-69393-6046676

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

TITLE IV, PART A
Student Support and Academic
Enrichment Grants

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Campbell Union School District uses federal funds to supplement and enhance the educational program for specific students. Research supports that educating students from specific sub-groups costs more, therefore, additional funding is allocated to help them be successful. Those sub-groups of students are primarily identified as English language learners, students with disabilities, students who come from low socio-economic backgrounds and those who are foster youth or homeless. Our data indicates that we do have an achievement gap for these students. We have a base funding level that is designed to meet the needs of all students. This aligns to our LCAP goal #1 of high quality first instruction for all. General funds support the district's base program and core curriculum. The children who have identified needs are supported using a multi-tiered system of support (MTSS) which is designed to eliminate the achievement gap. Designing an effective MTSS structure is LCAP goal 3 and designing strategies to eliminate the achievement gap is LCAP goals 2 in our district plan. Children who require an additional level of funding to support their needs benefit from federal funds which provide supplemental actions and services to meet their needs. These are actions that go beyond the core program offered to all students. The MTSS program is designed to determine student needs using multiple measures of data. Teachers and leadership teams respond to the data by providing supplemental categorically funded supports. Since federal categorical funds can be flexible and dependent on budget allocations we allocate funds annually on professional development to build the capacity of instructional staff members. In the event that additional staffing must go away because of a decrease in funding, we will rely on the training that teachers have received to continue to meet the needs of struggling learners. Funding supports individual students though additional learning opportunities.

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.

As mentioned in the strategy section, base funds are used to provide for all students. Federal funds are allocated to support identified best practices which are determined using data that demonstrates student growth. Federal funds allow for extended time for students who rise to Tiers 2 and 3 of our multi-tiered system of support. General funds support the base program by providing for curriculum aligned to the essential standards, a highly qualified teacher and training on how to implement the identified standards across the classroom for all. Federal funds allow for extended time blocks for identified students to receive instruction in small group settings, supplemental curriculum or assessments that may be needed to help students learn a concept. Advanced professional development will be offered for teachers to learn an instructional approach that will advance their skills to better meet the student's identified skill gap. These supplemental supports are always tied back to the overall goal for all students that they learn the essential grade level standards which have been identified district-wide. Our expectations remain the same for all students. Our vision is that all students achieve at their highest potential. We are continually reminded by our MTSS system that federal funds will allow for the last layer of support when the supports at the lower levels have not led to student success for all. School LCAPs identify the actions and services funded at each level and the rationale for why additional actions and services are funded for some students. All additional supports will be reviewed annually to ensure that they are leading to student growth. We will use the professional learning community model to evaluate student data and determine best practices that lead to the greatest gains for students.

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 *(as applicable)*

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 *(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).

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.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

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 *(as applicable)*

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(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.

Title I, Part A, provides formula grants to school districts, which then allocate most of these funds to Title I Schools based on their number of low-income, struggling students. The eligible population for Title I, Part A includes (1.) children not older than 21 who are entitled to free public education through grade 12, and (2) children who are not yet at the appropriate grade level for free public education.   Campbell has identified 5 Title I Schools based on the poverty rates. The poverty rates establish the level of funding each year that is provided for each Title I school. The schools offer school-wide Title I programs, meaning that identified students at the school receive supplemental services to identify and support children who are low-performing or at risk of low achievement.

Campbell has five qualified school wide programs who meet the 35% low income requirement. The poverty levels in Campbell are: Rosemary (80.5%), Blackford (63.9%), Sherman Oaks (59.1%), Lynhaven (49.75%) and Castlemont (49.4%). All of these school exceed our district-wide poverty level which is 39.1%. Campbell uses the poverty criteria that is determined by California Department of Education.

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:

Campbell Union School District is committed to assuring that all students achieve at the highest levels, regardless of race or economic status. Toward that effort we ensure that our educators are classified as "highly qualified" under the ESSA guidelines. We have a process that we follow during the hiring, placement and tenure process to ensure our highest need students have equal access to highly qualified educations.

1. We begin by advertising employment opportunities on EdJoin for all parties to view.

2. We have partnerships with local universities that we consult to attract teachers with diverse backgrounds and experience.

3. We utilize the Ventures for Excellence hiring tool which allows for the best selection and development of people upon hiring.

4. Teachers are carefully placed considering their expertise, experience and personal desire to meet the needs of students.

5. Teachers placed at Title I Schools must be partnered with an experienced teacher if they are new to the profession. They are also assigned a BTSA mentor for two years.

6. All new teachers hired have individual mentors.

7. All new teachers attend professional development aligned to the district's instructional vision.

8. All new teachers learn how to utilize and teach the essential standards to ensure a guaranteed and viable curriculum for all students, no matter which school site they attend.

9. All teachers are observed regularly by Site and/or District Administrators and offered mastery oriented feedback to support their professional growth.

10. New teachers receive the support of District Teachers on Special Assignment.

11. Teachers are only offered tenure once they complete the rigorous demands of the district in their first two years of employment.

In placing students in classrooms with teachers we make every effort to balance classrooms to ensure we have cultural and language diversity so that role models exist in all classrooms. Additionally, we consider the individual skill set. as well as supplemental training, that teachers possess when placing students in classrooms.

Campbell Union School District's approach to achieving the objective of improving access to excellent educators for minority and students from low-income families is to staff all positions districtwide with talented and highly qualified teachers. We are committed to improving student outcomes across the district by expanding access to excellent, fully credentialed educators for all students. We have consistently been able to meet that criteria on a wide scale basis however, at times we have difficulty filling hard to hire positions such as those requiring bilingual certification for our Dual Language school and single subject Math, Science and Special Education positions. In those cases, we have a variety of things that are done to ensure that our neediest students get the most effective teachers. Those strategies are listed below:
- Priority placements for Title I schools
- Moving teachers from other sites
- Partnerships with Universities to assist teachers in getting certification
- Provide increased Administrative support
- Provide Title Schools with first choice in the hiring process
- Training for our own teachers to get needed credentials while in another position
- Support for teachers to pass necessary tests
- Use recruitment teams to hire highly qualified candidates

*Provide additional stipends for hard to fill positions

*Hire early before we know our enrollment to ensure we get the highest quality teachers

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:

In Campbell family engagement is of utmost importance to ensure that parents and all stakeholders feel engaged in the educational process of the students we serve. We have an LCAP goal identified strictly to this effort: "Fully engage parents/guardians, students and the community in support of student educational outcomes." Toward that effort we have many identified meetings that are designed to get parent/family feedback and input on the actions and services within the district as well as discuss ways we can better meet their individual needs. Regular meetings are held at both the school and district level. Those meetings are School Site Council, PTA, ELAC/DELAC, Superintendent's Parent Advisory, Superintendent's Student Advisory as well as monthly coffee with the principal meetings at every site. Developing supportive relationships with our families and providing a space for on-going conversation is very important. While face to face meetings are valuable we also realize that not all parents are available to engage in that way. Because of this we have developed a communication plan that provides multiple ways for parents to get involved. We do an annual Thought Exchange using a platform where parents/stakeholders can engage in an online thought exchange with other members from their school community. They are asked to share what is going well with their child's educational experience as well as where they would like to see improvements. All of the thoughts submitted are read and rated by others in the online community. The top thoughts are identified so that district leaders can discuss how these thoughts can impact our educational program. We also track the number of families who sign up to receive our electronic notices so that we can continually do outreach to ensure that families not signed up are offered assistance in doing so if needed. We have an active social media presence through Twitter and Facebook so that families can receive information in this way if desired. We utilize a variety of tools to text, call and email parents of important information and changes to existing schedules. Additionally, to more effectively engage parents in the day to day learning of students we utilize a program called SeeSaw where students can determine which pieces of work they would like to upload to a portfolio to be shared with family members. The work demonstrates learning that has happened in the classroom and when family members view it, valuable connection opportunities exist between home and school. We are consistently monitoring how these tools and face to face meetings are engaging all parent groups. If it is determined that specific groups may not be as engaged due to barriers of online access we have supplied low cost or no cost options for internet. We have computers in the office for parent use at all sites as well as the district office. We have also provided our middle school students in grades 6-8 a Chromebook so that they have access to technology in the home. Community Liaisons support parents who need assistance in their home language to ensure that we are able to reach all parent groups. Written and verbal documents are translated into the major languages of our students. We have a School Link Service (SLS) Grant which provides extensive parent education opportunities and attendance in these classes increases annually, demonstrating that we are increasing our family engagement levels. We do surveys of all families receiving SLS supports each year and use the feedback to improve our effectiveness.

In accordance with Title I regulations, our Title I schools utilize a Compact which outlines what the staff, student and family agree to carry out in support of student's achieving academic standards. The Compact is reviewed and agreed upon annually at a parent meeting. After the Compact is agreed upon after consultation at the parent meeting it is shared with all families via their communication envelopes or given at annual parent teacher conferences.

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:

In Campbell we operate a school wide Title I program, not a targeted assistance program. In our school wide program the nature of the program is to provide additional support above and beyond the services that our general budget is able to provide. We have extended the hours of particular positions in Title I schools to be able to provide students with more services than are available to non-Title I schools. When a child is delinquent and expelled they will be offered all services from the agency to whom we refer the child. For non-expelled students who have delinquent attendance patterns the district utilized the School Attendance Review Board (SARB) process that notifies parents in a timely manner of all absences and then requires them to attend meetings to address the delinquent absences. We use an absence tracking system that regularly communicates with parents.

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:

Homeless students have the right to attend school, no matter where they live or how long they have lived there, and to start school immediately even when records from a previous school are not available. The McKinney-Vento program can provide additional support for students who experience challenges due to homelessness. The Director of Student Services acts as the district's Homeless Liaison. The Liaison works with school administrators and teachers to identify and support homeless students.
The process of identifying homeless students and families is as follows:
1. Student residency questionnaire is included in enrollment packet.
2. If parent/family member indicates they are homeless they are referred to the District Liaison who will go over supports with the family.
3. The Liaison meets with the family to learn about services they can receive for their child/ren.
4. The student is enrolled in the school nearest to their temporary location whenever possible.
5. When transportation is an issue, a bus pass is provided for the family.
6. District funding supports enrichment opportunities for students which may include, field trip fees, after school enrichment activity fees (sports, theater), science camp, band,etc.

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:

As an educational institution we realize how difficult transitions can be for students, especially those coming from trauma or extreme poverty. To alleviate some of the transition anxiety we have the following procedures in place:
For students transitioning from our district pre-schools to our Kindergarten classes:
* Classroom visitations to kindergarten before the end of the year
* Assistance to families with the registration process
* We offer a two-week Kindergarten Summer readiness program
*Parent materials provided of what to expect in Kindergarten as well as the essential learning standards *Articulation meeting between PreSchool and Kindergarten teachers
For students moving from elementary schools to middle schools:
* A full day field trip to the receiving school where students work with current middle school leaders to experience a typical day
* New student orientation before school starts where they are able to learn about the school site, meet some staff members, hear from current students and connect with other students who will be new.
For students leaving our district to the High School District:
*Articulation meeting between Middle school and High School Administrators *Summer bridge math program
*High School Information nights for parents and students
Part of ensuring that students experience a successful transition is to make sure that they are placed in the appropriate classes with teachers who will be best equipped to meet individual needs. To ensure that happens we hold annual articulation meetings with Elementary and Middle School administrators. They discuss specific student needs and the receiving school gets to know the student and from the beginning, placing him or her in the best possible learning environment from the beginning.

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 families of all Second grade students in Campbell are informed that their child will be tested using the Naglieri NonVerbal Ability Test to be screened for Gifted and Talented Education. Parents are able to opt out of the testing if desired. At the end of the second grade year the testing occurs and all parents are given the results of the assessment. Testing all students allows equal access for English language learners and underrepresented students. We keep an annual record of all of the students who qualify and student information is shared with school site Administrators and teachers. Identified students are served by providing differentiated classroom instruction that promotes critical thinking and problem solving. Identified GATE students are also invited to Saturday enrichment sessions that are only open to them.
Parents are invited to participate on a GATE committee and attend quarterly meetings to discuss the needs of GATE students.
With regard to effective digital literacy skills we have a district-wide technology innovation plan that addresses targeted digital literacy lessons per grade level. We use Common Sense Media lessons and are evaluating other possible programs for adoption to be sure we are focusing on teaching students how to be a responsible digital citizen. Our Library Media Aides will support teaching the digital media lessons. We also have instituted an anonymous tip line available on school websites that can be used to report inappropriate use of technology with the goal of keeping our students safe. Our Director of Student Services is responsible for following up on concerns that come through.

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, Campbell Union School District does not receive Title I, Part D funds

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:

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:

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:

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:

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:**

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:
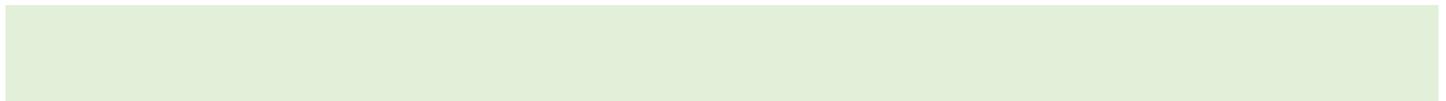
Program Coordination
ESSA SECTION 1423(9–10)

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:

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:

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:**

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:
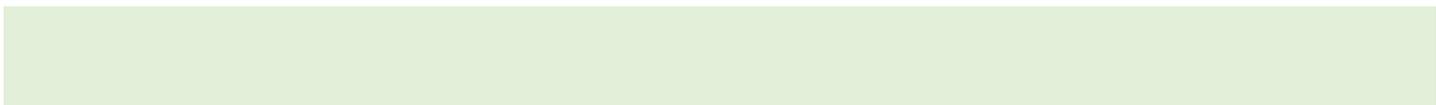
TITLE II, PART A

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:

The district runs a Beginning Teachers Support and Assessment(BTSA) program and all new teachers are provided a two year program to support new teachers if they are getting their credential for the first time. Each teacher is provided with a mentor teacher and is provided with coaching and support to finish all of the requirements of their credential while also learning important classroom management and curriculum integration skills. Teachers new to CUSD are provided with online training and given the district's Instructional Vision to ensure they understand the district direction. All training offered to teachers throughout the year aligns to the elements outlined in the Instructional Vision and our elements of high quality first instruction which are:
*Differentiation
*Culturally Responsive teaching
*Learning Targets aligned to essential standards
*Assessment best practices
Training is offered both online and in person all throughout the year. All teachers in Campbell are trained on the essential standards and how to write learning targets aligned to those standards. Another core practice requiring some induction training is the practice of Professional Learning Communities (PLC). New teachers are offered training and support through district TOSAs and grade level team leaders. We build the capacity of our teachers by providing them with a variety of leadership opportunities which may include participation on a school site leadership team, professional development leaders who helps train other teachers, demonstration classroom teachers who are selected to provide leadership on best teaching practices, site determined adjunct duties, school site council participation, and involvement on district committees. For new administrators to CUSD we offer them support from an outside coach in their first year and they are partnered with an internal mentor who meets with the new staff member regularly to help them become familiar with the culture of CUSD. Additionally an Instructional Service team member walks classrooms with the new site administrator on a regular basis and offers feedback and coaching. Administrators also get support from bi-montly district leadership team meetings and monthly mandatory professional development for Administrators. New administrators attend training in our core practice of implementing PLCs, managing budget, LCAP training and staff evaluation support.

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:

Funding is allocated to the school sites based on their unduplicated count.   The number of students who come from low socio-economic families, English language learners, foster youth and homeless families are always considered when delegating funds to school sites. When budget cuts come the needs of Title I schools are considered first. The district always works to keep cuts as far from students as possible. We consistently maintain a higher level of student support through a larger fund allocation to schools with higher percentages of struggling students.   Professional development funds are allocated based on student needs.

Our process for allocating funds is as follows:

1.   We allocate allowable administration cost which is 15% of total Federal award amount
2.   We set aside the budget for districtwide intervention , summer school, professional development, and for homeless students. District utilize these funds to directly support students.
3.   We allocate 1% of total allocation for parent involvement. The school sites receive the funds based on the free and reduced lunch count for students.
4.   The remaining amounts are allocated to the sites based on the free and reduce count.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district uses a "plan, do, study, act process' that is aligned closely to our work with Improvement Science. This means that data is continually used to determine which actions and services lead to the greatest gain for students. Teachers collaborate in professional learning communities regularly and are required to evaluate student academic, behavioral and attendance data as part of our multi-tiered systems of support. We use data to determine what are problems of practice, we engage in change ideas at a small scale level and then scale up as data demonstrates that these practices are effective. In addition we have regular data protocols at Cabinet and District leadership team meetings where we analyze data to determine trends at the classroom, grade level, school and district level.

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:

Campbell Union School District will provide professional development to all levels of employees (Instructional Assistants - District Superintendent) focusing on both Designated and Integrated ELD. The professional development will be ongoing throughout the year and will be provided by English Learner experts in our LEA, as well as, through consultants that we will be contracting with throughout the 2019-20 school year. The professional development plan is designed to improve the instruction and assessment of English Learners to enhance the ability of all stakeholders to understand and use standards, curricula, assessments, and instructional strategies to support English Learners. The professional development sessions topics being presented next year will include:

- Designated and Integrated ELD 4-part series for newcomers to Long Term English Learners (provided by the Santa Clara County Office of Education)
- Understanding language (focused on the required components of Designated ELD) & follow-up observations and feedback sessions
- Effective ELD strategies (strategies that help ELs acquire language and give them access to content)
- ELA/ELD Framework
- AVID Excel Consultant (a supplemental program that goes above and beyond to support our LTELs in accelerating language acquisition, developing academic literacy, and placing them on a path to success in high school and beyond)
- Writing with Design Consultant ongoing professional development throughout the year (specific strategies will be identified through the ongoing training series to support ELs in how to effectively write across content areas)
- Thinking Maps training that will focus on how to effectively use the various map to help students in meeting grade level expectations
- Attending conferences (CABE, Soluciones, Title III, etc.) that focus on learning more about how to support ELs and engaging families. These conferences will focus on research-based practices. Conference attendees will share their learnings through district meetings and/or PLCs to strengthen site-based EL instruction
- Professional development will be provided to our English Learner families. By supporting our families, our English Learners benefit. The following parent, family, and community engagement opportunities provided in 2019-20 will include:

* Strategies to support English Learners at home

* Positive discipline

* Adult ESL Classes

* Translators and translation services to enhance parent and community participation and communication

* Parent University

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:

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:

English Learners (ELs) will increase their English language proficiency and meet State academic standards through the following programs and activities in 2019-20:

- Designated and Integrated ELD for all English Learners
- ELD TOSAs will support ELs at high need sites above and beyond the core instruction. These TOSAs will support the classroom teachers with reviewing, monitoring, and adjusting lessons to meet the needs of ELs to meet reclassification goals and academic standards in a timely manner. The ELD TOSAs will also work with ELs in small groups to do any reteaching that may be necessary based on data collection. At times the ELD TOSAs will work with ELs beyond the school day to support specific English Learners in meeting content standards as measured through formative assessments in the PLC process.
- Teachers working with English Learners before or after school in supporting them with acquiring language, meeting grade level content standards, and/or with homework where the students may need assistance in completing
- Additional materials and books purchased for sites with large numbers of English Learners to help in acquiring language and providing them access to content
- Spanish books/materials will be purchased to promote the continue learning of the primary langugage and to help provide access to core content
- Activities identified to provide focused support for Spanish speaking ELs to build on their home language assets and ensure equitable access to curriculum in order to increase language proficiency and reclassification. The ongoing data discussions will inform instruction that will lead to increased achievement in English and Spanish at our 90/10 Dual Immersion school
- We are Professional Learning Communities. Each of our 12 schools are PLCs, where they create formative assessments collaboratively, backwards map instruction, assess, analyze data, and identify students that may need reteaching and/or extension. One of the questions that is asked at every stage of PLCs is what do our English Learners need in order to succeed.
- Follow-up trainings on Guided Language Acquisition Design (GLAD) strategies for teachers to work with internal experts on how to effectively use the stratgies to support ELs throughout the day
- Learning targets will be used so students can articulate the learning objective for each lesson and how they can self monitor their progress in meeting the targets. For ELs, this is critical so they know what they need to learn and how they can apply the learning in other content areas
- Culturally responsive teaching to make meaningful connections to the diverse backgrounds of students, while emphasizing a rigourous learning environment and high expectations for achievement
- ELPAC Exposure so students will be aware of the types of questions and rubrics that will be used to score the assessment
- SBAC, ELPAC, and iReady data for English Learners will be provided to administrators and school staffs to monitor progess, analyze the data, and adjust instruction to meet the needs of the English Learners
- Shadowing of English Learners to see how identified English Learners learn/interact in various academic and recreational settings. Information gained during the shadowing experience will be shared with school support staffs who are supporting the English Learners
- Learning profiles will be used on identified English Learners to learn how the students learn best and for school staffs to provide content in a way that is beneficial for the students to learn
- AVID Excel to support above and beyond our Long-Term English Learners in acquiring language, developing academic literacy, and prepare them for high school and beyond
- Writing with Design to support above and beyond our Long-Term English Learning in how to effectively write the three different writing types.
- District TOSAs will work with school staffs to support English Learners in all content areas. These TOSAs will support the classroom teachers with reviewing, monitoring, and adjusting lessons to meet the needs of ELs to meet reclassification goals and academic standards in a timely manner.
- Expeditionary Learning implementation to ensure that the rigor is high, students are taught about character development, as well as, identifiying components of high quality work. (1 school)

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:

Campbell Union School District will support all school sites to help implement all programs and activities to help English Learner acquire language and meet State academic standards. Multiple measures will be used and analyzed in Professional Learning Communities (PLCs) to identify strengths and areas of growth of English Learners in all content areas.

The Assessment and Accountability Administrator will regularly provide data broken down by sub-groups, including English Learner data. All stakeholders will regularly use this data to make instructional decisions that support growth for all English Learners (newcomers - Long Term English Learners)

Data to Be Used in 2019-2020:
- SBAC ELA/Math
- Initial and Summative ELPAC
- iReady ELA and math
- Curriculum embedded assessments in ELA/ELD
- Grade level created formative assessments
- Dibels Foundational Skills Assessment
- LCAP metrics
- Local indicators such as climate surveys
- Other available local assessments

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:

We have applied for the Title IV funds to meet the needs of supporting safe and effective use of technology. Our plan is as follows:

Purpose : Improving the use of technology in order to improve the academic achievement and digital literacy of all students.

Desired Outcomes

* Higher level thinking skills - moving from lower level thinking skills-factual recall and procedures to more engaging tasks of greater cognitive complexities. Focus on critical thinking, collaboration, creativity, and communication (4 C's)
* Student Agency - Moving from teacher centered learning environments to more student centered learning environments. Increased student ownership over what, how, when, where, who with, and why they learn.
* Authentic Work - Moving from isolated and siloed academic work to learning experiences that allow students to engage with and contribute to relevant local, national, international, and interdisciplinary communities.
* Technology Infusion - Creating globally connected learning spaces that support the first three outcomes and push students in thinking, making, creating, and contributing.
*Engage Parents in Learning- Create training opportunities for parents to engage with student work using SeeSaw and provide digital literacy skills for parents and students.

Implementation Plan

Stage 1: Needfinding

* Gather current feedback from teachers, students, and parents around current technology use and needs. Would be gathered through Google forms or Survey Monkey.
* Create a list of relevant questions that would be used to gather data at several different points throughout the process. * In person interviews of teachers, students, and parents around current perceptions of technology use and desired outcomes
* Analyze data from surveys and interviews to identify current mindsets and practices around how technology is used for learning. Develop three to five target areas to develop strategic goals to meet desired outcomes.
* Evaluate all current technology applications and tools for current use and relevancy. Evaluation based on our desired outcomes. Are we empowering our learners with choice in how they show their learning? Are our tools focused on creativity? Do our tools allow students opportunities for reflection, feedback, and sharing? Do all of our tools and applications meet our student privacy guidelines?
* Look at needs and first year focus of new Technology/Innovation plan

Stage 2: Action Plan

* Develop a core team of teachers to look at needfinding results and design and lead implementation, 1 per school site
* Using our Profile of a Graduate, develop and communicate a comprehensive why for needed changes and initiatives.
* Tie all initiatives into new Tech/Innovation plan
* Identify missing technology tools or apps that may be integral to success or that may remove discovered roadblocks for both teachers and students.
* Using identified targets, develop an action plan for change with a focus onprofessional development.
*PD opportunities will need to be differentiated.
* PD will need to be flexible in time and space.
* PD will need to be both wide scaled and small targeted.
* Using identified targets, develop ways to include parent stakeholders, both as learners and as experts.
* Continue to offer parent classes through CUSD Parent University.
* Involve students in creating parent learning events at each site that are tailored to site specific tools and practices.
* Create pathways for parents to volunteer and share their expertise with students. Possible options: STEAM units, World of Work tie-ins

Step 3: Ways to measure our Progress

* Implement use of 4 C's rubrics for both teachers and students
* Monitor attendance and gather feedback for professional development events * Monitor attendance and gather feedback at parent events
* Post survey focused on use of technology
* Post interviews with teachers, students, and parent