

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

LEA Name

Oak Valley UESD

CDS Code:

54-72017-6054175

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.)

Title I, Part A, Title II, Part A, Title III, Part A, Title IV, Part A

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

OVUESD will use federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP.

Title I funding is centered on providing technology support to all students. Due to the pandemic, technology needs changed drastically by forcing all students to learn from home. School to home and home to school technology access has now become a familiar need. Teachers has learned how to incorporate digital learning into homework assignments as well as providing students an opportunity to either catch up on their work or work ahead in enrichment activities. Either way, there is an increase need for tech support. Therefore, Title I funds will be used to provide a Technology Assistant to the Technology Coordinator.

Title II funds supplement district funds by offering stipends for grade level leads which includes additional training. Grade level leads were created to provide teachers the opportunity to become leaders within their grade level and to increase communication and collegiality within the staff. Grade Level Leads are afforded the opportunity to have more input in the district decision making process.

Our Title III funds have been used to provide a Bilingual Aide that works in conjunction with our teachers to support our English Learners. Over the last couple of years, she has help to improve the monitoring of our RFEPs, push in services for our LTELs, and provide 1:1 or small group instruction to our newcomers.

The Bilingual Aide will be under the direct supervision of the new (22/23SY) ELD Coordinator and will be able to:

- Build capacity for strong parent involvement through technical assistance which is available for planning effective parent involvement and coordinating with other programs.
- Provide both written and oral translation for parents who receive individual student assessment results and program descriptions.
- Provide resources for teachers to work with parents to implement a School-Parent Compact that describes the responsibilities of the school, parent, and students in improving student achievement.
- Provide classes for parents to develop skills, techniques and strategies to assist their children at home.
- Ensure that all communications that are sent home will be translated into the major languages represented at the site.
- Provide a bilingual "hot-line" for parents to call who need additional support in negotiating the meaning of written information sent home.
- Provide oral translation for every advisory meeting and parent conference at both the District and site level.
- Coordinate Family Literacy Nights and the Latino Family Literacy project, along with PIQE.

Title IV funds supplement the district funds by offering additional materials and supplies to enhance the elective/enrichment programs in order to provide a more well-rounded education. Title IV funds support the Ag, Art, Music, and STEM programs.

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.

Our LCAP is a single plan that guides the use of all funds available to the district, including LCFF, state grants, federal Title I, Title II, Title III, and Title IV funds, and other ESSER and CARES funds available to the district. Examples of alignment include using LCAP for professional development, enhanced by the addition of Title II funding. Using these funds together will allow us to intensify our change efforts, to work on academic and socio-emotional areas simultaneously, and to support PLC time for teachers to plan instructional improvements. All of these funding sources are used to achieve our LCAP goals.

Support for English learners includes the use of LCAP funding to provide a Technology Coordinator, The Latino Family Literacy Project, Intervention Aides, various elective courses, and extended library hours for tutoring.

LCAP funding is used to add 4 additional teachers on our campus at various grade levels to reduce class size to approximately 20 students in grades TK-3rd and 23 in grades 4th-8th.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

The household income verification form is used as the poverty criteria.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

In order to find out whether we had disparities, the district used the process for data collection outlined on the CDE website at <https://www.cde.ca.gov/pd/ee/edequitylcapaddendum.asp>. Our first step was to pull district and school data from the DataQuest web page, using the most recent data available (2020-21). Data was also matched with data kept by the school site. With only 32 teachers in the District, the District has been able to keep accurate records of teacher data for the last 4 years. The Superintendent then used the definitions of ineffective, inexperienced, and out-of-field teachers provided on the website along with DataQuest and local data to identify teachers in each category. The data was placed into an Excel spreadsheet and reviewed by the Superintendent. The results of that analysis are shown for each question below. Our district's context is important in understanding our data. We are a single school district and had success in finding qualified teachers for our vacancies.

Are minority students taught at higher rates than other students by ineffective teachers?

No. We had no ineffective teachers, so there were no differences in rates.

Are low-income students taught at higher rates than other students by ineffective teachers?

No. We have no ineffective teachers, so there were no differences in rates.

Are minority students taught at higher rates than other students by inexperienced teachers?

No. We are a single school district with only 2 inexperienced teachers.

Are low-income students taught at higher rates than other students by inexperienced teachers?

No. We are a single school district with only 2 inexperienced teachers.

Are minority students taught at higher rates than other students by out-of-field teachers?

No. The district does not have any out-of-field teachers.

Are low-income students taught at higher rates than other students by out-of-field teachers?

No. The district does not have any out-of-field teachers.

Describe actions it will take to address any disparities discovered during the data analysis process (including actions/services included in its LCAP for Priority 1-Basic Services).

Currently we do not have any disparities for either minority or low-income students. We will continue remain committed to having all of our teachers fully qualified and appropriately credentialed for their assignments. In order to continue to have zero ineffective and out-of-field teachers, the Superintendent will continue his recruitment strategies that has yielded qualified and experienced teachers. There were no changes to our LCAP as a result of the data analysis process.

Describe how it engaged stakeholders in its process for identifying strategies for addressing discovered equity gaps. Stakeholder groups such as School Site Council, DELAC, bargaining unit groups, parent surveys, and Parent meetings were held for input throughout the LCAP and Addendum process. All stakeholder groups, including parents, provided us with input related to our actions and services in all LCAP Priorities. Stakeholders expressed no concerns about teacher quality or experience level. At this time, we do not believe we have an equity gap that needs to be addressed.

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).

N/A

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESSA Section 1112(b)(3): Parent and family involvement in jointly developing the Targeted Support and Improvement Plans (TSI)

N/A. We have no schools identified for CSI or TSI.

ESSA Section 1112(b)(7): How the district will implement effective parent and family engagement under Section 1116, and build capacity for parent and family engagement

Development of the parent and family engagement policy [ESSA Section 1116(a)]

Describe the LEA parent and family engagement policy, how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

The district Parent Involvement Policy is distributed annually to all parents and guardians as part our Annual Notice to Parents at the beginning of each new school year. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It is updated annually based on recommended changes from CASBO (California Association of School Business Officials) and through feedback received from parent advisory groups such as the School Site Council, Parent Club and the District English Learner Advisory.

The school's Parent Involvement Policy is reviewed by the School Site Council at a regularly scheduled meeting and then by parents at a Title I School meeting. The policy is then revised as needed and approved by the School Site Council, parents, and by the school Board. The Parent Involvement Policy is available on the school's website, with hard copies available in the school office.

Assistance to parents [ESSA Section 1116(e)(1)]

Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

At the annual Title I parent meeting, a review of the school curriculum and grade level standards is included in order to increase parent understanding of student expectations and requirements. Parent conferences are held at the end of each trimester giving parents/guardians an opportunity to meet individually with teachers to discuss student progress toward proficiency on grade level standards. An additional parent conference for underperforming students takes place in the spring after second trimester is completed. Family Literacy Nights focus on core subjects and all parents invited to attend. These Family Literacy Nights not only cover the curriculum and standards, but also include strategies parents can use to help their children outside of school.

For State assessments like CAASPP (California Assessment of Student Performance and Progress), parents receive an explanation of their child's performance on CAASPP as compared to State proficiency expectations each year that their child is tested. The CAASPP score reports, which include this explanation, are mailed to parents within 30 days of district receipt. Parents have the opportunity to ask questions of teachers and other staff at any time to gain a better understanding of State academic standards and other assessments through email, phone contact, or scheduled meetings. In addition, both school's webpage has resources for parents regarding State standards and district expectations. Parent involvement in the LCAP process through scheduled meetings provides another venue for parents to ask questions and for the district to give parents information about the LCAP and how it will prepare their children for success.

Training and materials for parents to improve achievement [ESSA Section 1116(e)(2)}

Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement

The Intervention Resource Center is a place on campus that parents are invited to visit in order to receive technology support, academic support that assists with understanding the CCSS and or their child's intervention needs, and is utilized for time spent in individual parent conferences that provide a multitude of resources for parents. This is also the hub for our PTO to meet and encourage parents to sign up to work in the classroom, organize chaperones, etc.

Our Director of Technology provides individual training to parents about how to use the student information system portal to access real time attendance and grade information. These sessions are conducted during Back to School Night, Parent Conference, and Open House. These sessions include accessing the online resources for parents and students that are available on our website.

Staff education on working with parents [ESSA Section 1116(e)(3)]

Describe how the LEA will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Our teachers and staff value parent participation, and high attendance at Back to School Night, Parent Conferences, School Site Council, DELAC, Parent Club, and events such as harvest festivals and performances demonstrate effectiveness in this area. Many of our parents are registered volunteers with the district and participate in our Volunteer Work days in which parents provide assistance in the classroom and support the learning taking place.

Our Special Education staff receives both training and coaching on how to work with parents through the IEP process. Our Special Education Director supports our staff by demonstrating how to provide extensive, clear explanations, especially when students are initially qualifying and parents are not familiar with the IEP process. We provide interpretation as needed.

Our administrative staff and instructional support personnel have improved communication efforts through emails, zoom meetings, and a new communication tool called Parent Square.

Parent involvement programs and activities [ESSA Section 1116(e)(4)]

Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

The school reaches out to families of children who are eligible for Title I services through a variety of multiple communication methods. We send notes home, send teleparent messages, utilize Parent Square, social media announcements via district Instagram and Facebook, make announcements at SSC/ELAC meetings, Principal and Pastries, and Soup with the Sup. One of the most effective efforts has been holding our Title I parent meeting right before Back-to-School Night. This gives parents the opportunity to come to a single evening event and participate in both. This has greatly increased parent participation in the Title I meeting. Our Bilingual Aide provides interpretation as needed. In our LCAP, we integrate activities together so that any funding we receive has maximum impact on our most important goals. In addition, during our Schoolwide meetings, we partner with Pro Youth HEART. Pro-Youth HEART provides information to parents and recruits eligible students for the afterschool program held on our campus.

Communication with parents in format and language parents can understand [ESSA Section 1116(e)(5)]

Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

Information related to school and parent programs, the Title I Compact, meetings, and other activities is sent to parents of children participating in Title I services (and all children) through multiple avenues. Parents, including those of children receiving Title I services, receive our monthly calendar with events listed, flyers, and teleparent phone calls. Specially, we use Blackboard for our teleparent message, which allows us to send the message in multiple languages and via text.

Our full time bilingual Instructional Aide will make direct calls to parents, and home visits of children who would benefit from Title I services, after school tutoring, or summer programs are offered as well in order to support our students.

Support for parental involvement activities requested by parents [ESSA Section 1116(e)(14)]

Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request.

The LCAP consultation process has increased requests for parent involvement activities. Parents, in Title I meetings and in parent conferences, requested after school tutoring, and that is being provided. In addition, to support parent request with homework or understanding of the CCSS, the district is partnering with the Family Latino Literacy and PIQE program as a way for parents to understand and navigate the educational process. Parent consultation, both for the LCAP and during Title I meetings, has impacted the LCAP and our plans for the use of Title I funds.

Informed parent participation [ESSA Section 1116(f)]

Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language such parents understand.

Consultation with parents and families, supplemented by input from our bilingual Instructional Aide who has extensive communication with families, drives parent participation planning. The Bilingual Aide provides both oral and written translation support for the school to ensure school reports are provided in a language and format that parents understand. Doc Tracking services are utilized to translate larger reports and are later condensed by the Bilingual Aide as deemed appropriate.

Our website now complies with the new ADA changes making all district and school information accessible by people with disabilities. We also offer the use of assistive communication technology where needed, including in our Auditorium. Our school is accessible to people who use mobility devices. The website also has a translation button that provides all of our information in multiple languages.

Alignment required in Section 1116 to LCAP stakeholder engagement process

Also include how the LEA will align parent involvement required in Section 1116 with the LCAP stakeholder engagement process.

Just as Title I funded activities are supplemental to actions and services provided through LCFF (including Supplemental Grant Funds), we have an extensive LCAP stakeholder engagement process that is supplemented at our Title I school with parent and family involvement activities required by ESSA.

Our LCAP stakeholder engagement process is detailed in our LCAP. In summary, we consult with a broad range of stakeholders about their priorities in a series of meetings, supplemented with additional information gathering, communication, and focus groups. For parents and family members specifically, we hold meetings where families provide input on their priorities for the LCAP. Our Principal discuss the LCAP in School Site Council meetings and in other parent meetings, gatherings, and trainings. We consulted with parents to get their input on what groups they feel will provide the best opportunity to provide a broad range of parents with the ability to influence district direction. In response, we also meet regularly with additional parent groups to plan and review drafts of the LCAP. Our Bilingual Aide supports Title I family engagement as well as family engagement in the LCAP process by providing Spanish interpretation.

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.

We do not have students in our district that living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs. Therefore this section is not applicable to our district.

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:

We do not have students in our district that living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs. Therefore this section is not applicable to our district.

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:

There are only a few students in our district that are homeless children, yet these students are in need of services that include day-to-day and long term supports such as financial support, academic support, social/emotional support. Any child or youth identified as homeless automatically qualified for free breakfast and lunch and transportation to and from school. If appropriate, the district also offers to reimburse the parent for mileage if the parent chooses to transport their own child from a location outside of our attendance boundaries.

Students are also provided a backpack and school supplies. The cost of transportation is paid for through funding identified by the district. Students who show a unique need for items such as clothing, shoes, jackets, books and computers are addressed on a student by student basis. Our Parent Club provided funding to help students with clothing, while items such as computers are provided to the student.

In addition, our Bilingual Aide works closely with the site administrator, School Counselor, and a majority of their contact is with the parent/guardian. She meets with our parents/guardians and are frequently the first contact a parent/guardian makes in the school district. Her role is to support the school site to help our children/youth to be successful. Their services include but are not limited to working with our families with everything from initial enrollment in school to helping them maneuver the education system, providing interpretation and translation for Spanish-speaking families, helping families identify and provide referrals to community resources for needs such as assistance with housing, financial support, mental health counseling and other day-to-day needs.

The Bilingual Aide plays a critical role by informing and education other school staff of our children's/youth's needs so that the district and school site are able to provide a blanket of support both inside and outside the classroom that include; academic support such as tutoring, class changes and coordinating conferences and meetings, addressing barriers to attendance such as transportation, morning routines and other challenges, coordinating counseling and support with school staff and outside agencies and referring families to supports outside of the school districts domain. The goals of all staff is to provide a safe, nurturing and academically rich environment for each child/youth.

Student Transitions

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

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

Prior to the 2022-2023 School Year, the TK program accepted children that do not meet the age requirement by utilizing the Expanded TK option, depending on the year's TK enrollment, Expanded TK student enrollment fluctuated. The required UTK program is now ready to be fully implemented in the 22/23 SY and depending on enrollment numbers, we will determine if younger children will attend the program.

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:

Although the district currently does not have a preschool, we do support and coordinate a student transition program for students coming into our Transitional Kindergarten and Kindergarten program.

We are a K-8 single school district and we work closely with the local high school district. Transitions for middle grades to high school are carried out in a number of activities. Our district and the local high school district work together to ensure that all students attend the High school districts annual Parent/Student Orientation that provides students with an overview of high school and access to their student club fair. The high school's Link Crew program is introduced and peer leaders are assigned to our students. Also, we work with the local high school district to coordinate incoming 9th graders and their parents with their first high school counseling meeting that takes place a week after their orientation. Furthermore, we work closely with the local high school district to coordinate transporting our students to a local movie theater to see a presentation by the high school district and learn about the Career Pathway options they can chose as they enter high school. Finally, we work with the local high school district and plan program specific presentations to our 8th graders by the high school band, ASB, and athletic teams.

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:

N/A. We use LCFF funds to identify and serve gifted and talented students, and to support our school library programs.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

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

N/A

Educational Needs ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

We have an integrated system of professional growth and improvement focused on closing the achievement gap. Professional development ranges from new teacher induction for our least experienced staff through professional learning for senior management. We are in the early stages of learning about implementation science, and have recently begun to use the state Professional Learning System Review to guide our professional development planning.

Data

Our professional development planning begins with an analysis of data about student performance and needs, educators' capabilities and needs, progress in school and district initiatives, and data about the effectiveness of current professional development. Our focus is on improving reading and writing, and we use Dashboard data plus other disaggregated data to identify individual students and student groups not meeting expectations. Surveys of teachers, conversations with administrators, and classroom observations help us identify areas in which professional development would help teachers meet student needs. The Superintendent identifies the needs for our principal as we analyze district data and identify focus areas for improvement.

We use data from participants, ranging from session evaluation forms completed by participants at the end of a workshop to classroom observations to gauge the level of training implementation, ultimately linking to student outcomes. This is a work in progress, with more data being available for some initiatives than others. We are realizing that we need to narrow our Professional Development focus and become more systematic and deliberate with implementation if we are to achieve lasting results.

Content and Pedagogy

Professional learning includes workshops, side-by-side coaching, and other more traditional types of professional development. But it goes further, engaging educators in ongoing self reflection, peer support, experimentation, and modification of instruction and management practices based on student performance data, student work, and both learning and social behaviors. Through an intensive process of collaborative and job-embedded learning, educators can gain more than content knowledge or technical strategies—they can gain an improved understanding of their own teaching and learning and of the various ways by which students learn. Through this effort, educators also come together as a community of self-developing practitioners.

Equity

Our data shows differential outcomes, with less positive outcomes for some student groups. This data is used to identify areas of weakness and where our focus needs to center. Trend data continues to show that we continue to have successful growth with our targeted subgroups and we will continue our focus with these groups to close the achievement gap. We will continue to provide targeted professional learning to address equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.

Design and Structure

We provide teachers with a range of learning options. A contracted consultant will work specifically with grade levels and spans, provided side by side coaching, or attend off site trainings. More recently the focus has been on writing and a lot of the work is being conducted during PLC time.

Collaboration and Shared Accountability

PLCs are in place at every grade level. Collaboration time is made available during our early release days which occur every Wednesday.

We work with the Tulare County Office of Education and bring in their PD Trainers as well as contracting out services from our textbook publishers and other PD agencies.

Resources

There are three main sources that are utilized for our professional development. General fund, Title II and LCAP funding is utilized to fund professional activities. Time for professional learning occurs with 3 full staff development days in the calendar. In addition, our weekly early release days have been utilized to supplement our ongoing professional development throughout the year. Time outside the contract day, or calendar, is paid to teachers as agreed to in the Collective Bargaining Agreement.

Alignment and Coherence

We provide alignment and coherence by focusing all professional development in areas that support our LCAP goals which are driven by board priorities. We work collaboratively to plan training according to priorities established by the LCAP, which is developed through analysis of student outcome data, informed by stakeholder consultation and teacher survey data.

Professional Development for Teachers

School wide training for teachers included Lucy Calkin's Units of Study Writing Training presented by the Tulare County Office of Education, K-3rd grade Guided Reading training utilizing the philosophy of Jan Richardson also presented by TCOE. Some PLC time was utilized for the work teachers were doing as a result of the training. Our new Math textbook pilot will include training provided by the publisher.

During distance learning, teachers were trained on TNTPs Accelerated Learning and instructional technology strategies which were both presented by TCOE as well.

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:

N/A We are a single school district with one school site. This one school site is the priority. We are not a CSI or TSI school.

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 overall structure for consultation is the LCAP process, where we consult with all stakeholders as we develop our plan. More specifically for teachers, a survey is given to ask their input on where they see the need for training. Then, administration coordinates the PD for the following year. Subsequently, if there is a teacher in need of additional support based on the evaluation process, specific training will be provided. This also is afforded to the teacher that is eager to learn a new skill, the district will try to support their desire of learning by paying for their specific training request. Moreover, if this desire of a new skill bleeds over to other classrooms and additional teachers want the same training, the district will make the effort to weave in a whole staff training when appropriate.

We have put most of our staff development into LCAP Goal 1, which helps with managing funds while also creating a natural place to include a report of PD effectiveness in our Annual Report for that LCAP area. Our analysis of PD data yields information about what was effective, what was ineffective, and changes we need to make for the subsequent year. We use that information to plan the PD activities for the next year.

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:

N/A The district receives very little Title III funding which is utilized for direct services to English Learner students. Professional Development to support EL students for teachers and the Principal are included in our LCAP.

English Language Development is an integral part of professional development in the district. District-wide professional development in English Language Arts, Writing, and Reading, and other curricular areas is designed to address the individual needs of all students including English learners. The district has provided trainings and workshops in multi-tiered systems of support (MTSS) which are intended to ensure success for all students through a series of supports of increasing intensity. English learner students are included in the MTSS process. Other training, such as the EL Roadmap, provides staff with a district-wide systematic approach to support EL students throughout their journey of reclassification.

In addition, the district provides and/or supports staff development opportunities for teachers and administrators and supports funding to release teachers so that they may attend research-based trainings such as:

- SDAIE (Specially Designed Academic Instruction in English)
- ELD strategies
- Use of adopted supplemental ELD curriculum
- Curriculum planning

Professional development was provided district-wide for our adopted English-Language Arts program. These trainings were open to teachers, principals, support staff, and district administrators. ELD instruction was a core piece of these trainings and provided all participants with a strong base to support implementation of this new ELA program. A new adoption of E3D also occurred in order to support long term ELs. Fourth through eighth grade teachers were trained in the curriculum.

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:

N/A The district does not receive Title III Immigrant funding. Enhanced instructional opportunities for immigrant children and youth are included in our LCAP. Enhance instructional activities include Art instruction, College field trips, after school tutoring, academic intervention during the school day, summer programs, school intervention elective courses such as band, cheer/dance, and theater. These enhance opportunities were derived from student and parent input during the LCAP development process which included survey and direct feedback from stakeholder groups.

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:

N/A The district receives very little Title III funding which is utilized for direct services to English Learner students. Programs and activities to help EL students increase their English language proficiency and meet the challenging State academic standards are included in our LCAP.

All English Learner students with less than reasonable fluency in English receive a minimum of 150 minutes of designated ELD per week. The ELD programs are designed to support and complement the EL student's regular English-language arts/English language development and core content instructional program. The ELD program provides consistent, systematic instruction to support EL students in English language acquisition. Research-based best practices form the basis for these intervention programs which include, but are not limited to:

- Small group instruction
- Use of evidence-based instructional materials
- High academic expectations and a clear academic focus
- Preventing long-term ELs
- Careful design and planning, which establishes clearly defined needs and goals
- A clear focus on using ELD time effectively

English learner students access core content subjects through SDAIE instruction. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction for English learner students.

English learner students who have been assessed with the State language assessment and found to have reasonable levels of fluency in English are mainstreamed into regular classes or courses. These students receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention to the language demands of the instruction.

To supplement the core program, English learner students are presented with opportunities to participate in activities intended to support progress and achieve proficiency in English.

Summer programs are also offered with English learner students given priority for participation. In addition to designated ELD received during the day, English learners who are struggling participate in reading intervention groups tailored to their levels of reading proficiency. Though not funded with Title III monies, these supplemental opportunities are an important experience for our English learner students.

Beginning the 2022-2023SY, an ELD Coordinator will begin working at the district provided by the Educator Effectiveness Block Grant. The Coordinator will be able to focus in on data and instruction in order to support teachers to make vital shifts in student learning that will support increase proficiency rates.

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:

N/A The district receives very little Title III funding which is utilized for direct services to English Learner students. Support to help EL students increase their English language proficiency and meet the challenging State academic standards are included in our LCAP.

Achieving English Proficiency

We have a variety of tools available that enable school sites to retrieve achievement data both on the CELDT/ELPAC and CAASPP. Aeries Analytics dashboards make relevant data available to all staff with multiple data points reported including English Learner progress. These dashboards help us identify students not making expected progress so we can make needed changes before the student gets further behind. At the beginning of each school year and throughout the year, the school site is presented with relevant data on all students including English learners. At the school site level, staff review the data and determine the levels of intervention required for students not making satisfactory growth. The MTSS model is used as a guide to review performance data and the SST process is used to collaborate as a team in determining the best mode of intervention.

In addition, school Administrators monitor English Learner student progress regularly through an Individual Learning Plan for each EL student and an EL progress monitoring form for all RFEPs is maintained each year and reviewed for each year after reclassification for four years. Communication between teachers and admin is frequent and specific to English learner students who are not making progress through the SST process. In collaboration with Intervention Specialists and ELD teachers, a plan for each EL at risk of falling behind which includes appropriate placement, instructional materials, supplemental materials, pull out and push in services, and communication with parents and other staff. This plan is implemented and revised as needed to ensure student growth.

Meeting challenging state academic standards

The district expectation is that English learner students will progress by at least one level each year on the State language assessment. For EL students scoring at the lowest level on the State language assessment, this means that they should reach proficiency in English and be eligible for reclassification within 4 to 5 years. Progress for English learner students on the State language assessment is monitored year to year with the expectation that all EL students will show at least one level of growth. For those EL students who do not show growth, administration helps to identify these students and collaboratively devise an individual learning plan tailored to EL student needs, once again utilizing the MTSS and SST process.

As a single school district we are able to monitor individual English learners through the use of multiple measures including the State language assessment, ELPAC, CAASPP, district benchmark data generated through a variety of assessments, and formative assessment from the classroom. The site Principal has a processes in place to monitor not only English learner students, but also EL's who have been reclassified. Three times per year they are required to examine the progress of each EL and reclassified (RFEP) student at their school. Data (grades, CAASPP scores, benchmark scores, ELD assessment data) and feedback is gathered from classroom teachers, Intervention Specialists, Special Education staff, and other support staff at the school.

To ensure that sites are monitoring EL progress, the ELD Coordinator is required to review the progress monitoring reports. This review process provides the school site with information as to which ELs are not making progress and require modifications in instruction, in materials used, and other interventions that might be needed.

Of particular importance in this process are long-term English learners (LTEL). Frequent monitoring of long-term ELs is essential in helping LTEL students make satisfactory progress in English in order to be eligible for reclassification. English learner students who become LTELs present a particularly difficult challenge in determining how we can move these students to proficiency in English. The effects of being an LTEL are far reaching as they affect these students all the way through high school and beyond. The district requirement of frequent, data-driven monitoring at least three times or more per year is intended to focus on LTEL students with the end result being a comprehensive plan to move LTEL students toward English proficiency. A new LTEL curriculum called E3D was purchased for 4th-8th grade teachers to use during ELD instruction.

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:

Part of creating safe spaces for our students included creating a safe space during recess and lunch recess in the library. The library was in need of updating along with adding additional new books with the desire to have more students visit the library on their own time, especially for those who found the playground to be an anxiety filled environment. Funds were not only spent on the library, it is also spent on creating an extension of access of books in the classroom. Teachers were encouraged to build their own classroom library space for high interest text to foster the love of reading and to learn more about our world around us.