

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

LEA Name

Dixie Elementary School District

CDS Code:

21-65318-0000000

Link to the LCAP:

(optional)

<http://www.dixieschooldistrict.org/lcap>

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.

All federal funds received are utilized to supplement and enhance the district's yearly strategic plan and its LCAP priorities and goals. In Title I, the district strategy is to use intervention instructional assistants to support TK-5 grade students at all eligible school sites. Title I funds are also used to provide additional academic support classes at the middle school level. The goal is to increase attendance, reduce suspensions by ensuring a strong connection with school. Title I increases FTE at the middle school to support and improve the organizational skills through the 6th grade Quest program. These funds align with LCAP goal 2.11 Provide multi-tiered system of support to enhance all services to low income pupils, English language learners, and foster/homeless youth as well as students with disabilities through strategic intervention to assist all students in reaching content standards. They also align with LCAP goal 2.2 Provide certificated staff to support intervention.

In Title II and Title IV, funds are used to support professional development in balanced literacy, equity literacy, use of inquiry teams to improve student learning and for continued growth in instructional technology. Funding also provides support for new teachers in their induction programs as well as district teacher leadership on curriculum councils. This aligns with LCAP goals 1.3: Provide on going professional development for credentialed and classified staff on curriculum adoptions and initiatives and 1.4: Continue Beginning Teacher Support and Assessment (BTSA) and Professional Assistance Review (PAR) support.

Title III is used to provide high quality language instruction to our English Language Learners. Title III funds will also be used to provide key professional development to teachers of English Language Learners. This aligns with LCAP goal 1.12: Continue to implement English Language Development standards and provide training for all staff who teach English language learners by using the new ELD standards and 1.13: Investigate a start-up summer school for English Language Learners.

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.

The district receives funds for Title I, II, III, IV which, as described above, are fully aligned with activities funded by state and local funds. The activities and programs that are funded by federal funds enhance and support the district's initiatives to increase student proficiency for students in reading and mathematics with a focus on English Language Learners and students of socioeconomic status.

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.

(A) All students receive a rich educational experience which includes a broad course of study. With California State Standards at the core of the educational programming, adopted materials and corresponding professional development in Mathematics and English Language Arts. Common assessments are used district wide to measure the effectiveness of our instructional programs. State testing (CAASPP and ELPAC) is also used to monitor student performance.

(B) Built upon our district assessment calendar, teachers and administrators regularly monitor for student success. Criteria has been established and is used on a trimester basis to identify students in need of academic intervention support.

(C) Identified students are enrolled in small group intervention classes taught by intervention instructional aides. Strategies and small group instructional practices are also used within the classroom setting on a daily basis by the individual teachers. Academic support classes are offered at the middle school level and counseling services are offered at all grade levels at all schools.

(D) Whole staff professional development occurs on a regular basis with a focus on increasing achievement for all students. Equity and culturally responsive teaching are included in staff discussions and training. Teachers work in grade alike teams three times a month to review assessment data results and strategize ways to improve teaching and learning in their classrooms.

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).

To proactively address behavioral and disciplinary issues, we will examine our discipline data to determine the emotional supports needed for individual or groups of students. Support will be provided by administrators, teachers, counselors and parents to minimize the disruption to students' learning program. Substantive social emotional learning programs will continue including Restorative Practices, Life Skills program, Mindfulness, Zones of Regulation, friendship groups, Cooperative Adventures with Dave Nettel, Welcoming Schools and Peace Paths. In addition, a district wide Wellness committee has been established to research and consider other supportive programs for our students.

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.

Not Applicable

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.

Our teachers will continue to grow as educators with a well-developed, differentiated professional development plan. They will have opportunities to learn from outside trainers as well as share expertise with each other. This plan will include ample staff meeting time devoted to assessment review, inquiry teams and collaboration at grade levels or departments. This emphasis on professional development will build capacity in the staff and will give teachers the opportunity to continually improve their practice. With these practices, our teachers will be well- equipped to provide instruction that supports the rigorous California Standards in Math, English Language Arts, Next Generation Science Standards and in English Language Development.

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.

Our district continues to have strong parental involvement at all of our schools, including with the parents/families of our English Learners. We will continue to communicate with these families about the progress of their children's acquisition of English. We will continue to hold parent meetings at all of our sites (English Language Advisory Committees) as well as at the district level (District English Language Advisory Committee). These meetings serve many purposes: build community for our EL families, provide them useful information about their children's progress in English Language Development as well as other academic areas and seek their input on the district's LCAP. In conjunction with the DELAC members, the district will create a communication plan to assure our EL families have access to school communications.

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 funds serve students according to their percentage of students identified as eligible for the Free & Reduced Lunch Program.

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not present any disparities in teaching assignments that result in low-income students and minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers. All of our teachers teach within their credentialing parameters and are CLAD certified. The district fully supports new teacher induction and Peer Assistance Review when needed.

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:

Parent and family engagement continues to be an essential outcome of the district's work. The district provides regular communication to all families via school and district newsletters, websites, phone blasts and parent meetings. Parents are invited and encouraged to attend all parent involved committee meetings including Home and School Clubs, site councils, English Language Advisory, Equity and Inclusion, and Wellness. Parents and family members are encouraged to volunteer and participate in the classroom, on field trips, with the lunch programs, and the variety of school-wide and district-wide events. Teachers and staff also have regular communication with parents through emails, conferences and face to face conversations. In addition, parent education events are held throughout the year both at the school and district levels. Parent education topics could include: health and wellness tips, technology safety tips, Mindfulness, any given subject matter and equity.

Parents are informed of student progress through regular progress reports, report cards and in conferences. At the middle school level, parents can view their student progress on a daily basis through the School Loop portal. The District English Language Advisory Committee (DELAC) provides information and outreach to parents of English Learners and facilitates their navigation through the educational system. Parents of DELAC actively participate in the development of the District LCAP.

All parents are also invited to participate in the development of the District LCAP throughout the development process that runs from January to Board Approval in late June.

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:

Working closely with a local agency that houses and cares for neglected and delinquent youth, the district, the County Office of Education and this agency have established protocols for intake and communication around how best to serve each individual student that attends district schools.

School counselors work at all of our school sites to serve the emotional needs of students and families. Through individual and group counseling sessions, counselors and counseling interns support a myriad of identified social emotional needs, providing much needed mental health support.

The Student Study Team process is used to engage families and staff in creating plans of support for students who are struggling academically or social emotionally. The team continues to meet every six weeks until a students' needs are addressed.

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:

Services to our homeless children and youths include: district participation on the County Foster/Homeless Commission, alerts to school staff on status of homeless students, provide lunch and transportation, uniforms to participate in school sports, PE uniforms at the middle school level, tracking of enrollment, attendance, academic success and assistance in coordinating and integrating other outside services.

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:

There are various levels of transition for students and families within the TK-8th grade grade span of the district. When students and families enter our district from early childhood into Transitional Kindergarten or Kindergarten classes, several steps are taking to ensure successful transitions. Preschools and other programs share vital information about each child to help the schools prepare ahead of time. Families are invited to orientation meetings and provided a chance to preview their classrooms the day before school starts. Back to School Nights in early September also provide a wealth of information to families.

As students transition from 5th grade to the middle school level, students and parents also receive an orientation in the Spring. Further, the students and families are invited to attend a Welcoming Day orientation the day before school starts. Students transitioning in 8th grade to High School are supported through visits from the high school and programming that involves counselors from both the middle and the high schools.

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:

Title I funds will be used to assure all students have access to digital learning apps and 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:

Does not apply to our district.

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:

Does not apply to our district.

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:

Does not apply to our district.

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:

Does not apply to our district.

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:

Does not apply to our district.

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:

Does not apply to our district.

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:

Does not apply to our district.

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:

Does not apply to our district.

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:

Does not apply to our district.

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:

Does not apply to our district.

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:

Does not apply to our district.

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:

Does not apply to our district.

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 provides an induction program for new teachers. This program also provides training and resources related to the state teaching standards and aligns also with district priorities. New principals will also be part of an administrator induction program as well.

Other professional development will focus on using common assessments to drive inquiry team collaboration to improve instructional practices. Equity will be an overarching theme for all professional development as well. Instructional technology integration and a focus on balanced literacy will also be priorities for staff development this year. Continued professional development for our new middle school language arts program, Amplify, and the adoption of Next Generation Science Curriculum will also be the focus of professional development at the middle school level.

The district will continue to encourage teacher leadership through the use of the district Curriculum Council, site leadership teams, and district technology integration team. Learning Wednesdays, staff meeting time, will be dedicate to on going professional development and time spent in inquiry teams analyzing assessment results and making plans for instructional improvements.

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:

We will continue to prioritize funding based on demographic data such as Free/reduced lunch percentage, academic performance data based on common assessments and English Language Learner identification. More funds and training will be used to support the professional development of staff that work with these concentrated populations.

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 will clarify and update its current common assessment plan. This data will be tracked through a common data base that will help teachers access and manipulate results to assist them in their work as grade level or department level inquiry teams. Teachers and administrators will receive training and support to analyze student assessment results, create goals, implement plans and then reassess for effectiveness of improvements.

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:

Title III funds will be used to support training for the English Language Learner Road Map and interpretation and preparation for student success on the new state ELPAC test. Instructional aides will be receive training on best practices in teaching English Language Development. These practices will be encouraged and supported by the district administrative team who will also receive updated training.

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:

To ensure that immigrant children and youth have enhanced instructional opportunities, the District English Language Development Committee (administrators, teachers and parents) will meet regularly to discuss current programs and practices offered to all students and plan for additional strategies for our immigrant students and families. Enhancements could include specialized training for teachers, unique digital learning opportunities or translated texts as examples.

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:

In order for our English Language Learners to access California State Standards in English Language Arts and ELD, we will continue to offer an ELD program to support student acquisition of English Language skills . The ELD team will use high quality, research based programs to support students at the beginning levels. This instruction will occur in a separate setting in small groups. Students who have more developed English skills according to their assessment results from ELPAC, will be provided ELD support by their classroom teachers. All teachers are CLAD certified and the majority are trained and utilize GLAD (Guided Language Acquisition and Design) strategies.

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:

In order to ensure that English Learners are making progress with language acquisition as measured by the state annual assessment (English Language Proficiency Assessment for California- ELPAC), we will monitor progress on a yearly basis. Other district measures that link to progress towards proficiency in English include Basic Phonic Skills Test, Fluency measures, reading comprehension results and results on local writing assessments. These local measures are given to all students 3 times a year therefore providing more formative information that can be used to adjust instruction accordingly. We will use a similar process to assess and monitor for progress towards proficiency in the California State Standards. In addition to the measures mentioned above, common assessments will be used to measure progress in Mathematics. Results for the state assessment (CAASPP) will also be considered when considering English Language Learners' progress towards the California's state academic standards. In addition, teachers will use best practices to scaffold instruction to assure understanding by all EL students at their various levels of English Proficiency.

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:

These Title IV funds support the effective use of technology in schools by providing small group coaching sessions by grade level with the district technology coach. Learning sessions included small group instruction ideas and utilization of reading programs such as Lexia and Accelerated Reader.