

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

LEA name:

Monrovia Unified

CDS code:

19-64790-0000000

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

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 1, 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.

The major priorities in the Monrovia Unified LCAP are: High academic achievement, all students reading at grade level by the 3rd grade, and increased student engagement. Major actions for all students are: access to experienced teachers, high quality instructional materials, and well-maintained facilities.

The student achievement goal in our LCAP identifies actions for our unduplicated students which includes districtwide intervention for students in ELA and math. Major initiatives include: Code to the Future programs at three of our schools, PLC implementation across the district, a team of instructional specialists to support the three LCAP goals, with an emphasis on supporting improved academic achievement and redesignation of our English Learners.

Activities supported with federal funds supplement district-wide initiatives include elementary school interventionist, specific intervention curriculum used during the school day administered and monitored by the site interventionists, and extra support in primary grades for struggling students.

Based on comprehensive needs assessment that includes the use of multiple measures to determine specific support for both site and district-level services, which must be evidence-based programs that include ongoing support for full implementation. Metrics from these services are collected and analyzed throughout the year to inform decisions about adjustments that need to be made when student achievement is not improving as expected.

In consideration of how specific services are selected include: connection to district focus, researched-based evidence of the effectiveness of the program, input from teachers and administrators who will oversee the implementation, how well the service support for school plans, which are aligned with LCAP goals. Ongoing evaluation of the impact of these services takes place through: SSC/ELPAC parent groups, as well as the above mentioned considerations.

Our local assessment plan provides achievement data at regular intervals throughout the year. These data are disaggregated by the targeted student groups, including low achieving students, English Learners, Foster Youth.

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.

Monrovia Vision:

Our students will be ethical compassionate individuals who:

- = Graduate from high schools prepared for college and/or career
- = Contribute and adapt to an ever-changing world by being resourceful and responsible citizens
- = Embrace diversity

MUSD's Mission:

- = Inspire students to engage in meaningful learning in a safe and nurturing environment
- = Challenge students to be productive members and leaders of the community

Communicated by: Presentations at Board Meetings, LCAP Stakeholder meetings, DAC/DELAC meetings, and SSC meetings. Also posted on the district website and other district-managed social media.

Process to ensure funds are used in a coherent manner to support achievement of vision and mission is by periodically monitoring the program metrics purchased with state and federal funds. Business services and educational service personnel meet regularly to audit financial reports to ensure that all expenses are supplementing and not supplanting the core program and/or principally directed to the targeted student groups.

Student group data is used extensively to make the best decisions for students. The district has developed a coherent, well-articulated local assessment plan that allows for regular data collection for a number of reading, writing, and math metrics. These data are disaggregated into at-risk student groups and compared with how all students are performing to monitor achievement and how well we are closing any gaps.

District oversight of both district and site activities through the SPSA development and monitoring ensures that these efforts are aligned to and do not duplicate the actions and services that support the LCAP goals. There are regularly scheduled support meetings for site administrators to receive feedback on their SPSA goals, actions and services.

Information about LCAP goals and how state and federal programs are allocated to the actions and services is communicated through district instructional leadership meetings, DAC/DELAC meetings, and regularly scheduled SPSA support meetings.

Since Monrovia has five elementary schools, two middle schools, one comprehensive high school, and one alternative high school, all planning and collaboration for the use of Title II and Title III funds are carried out by a small group of people who are all in the Educational Services department. Decisions about how these funds should be spent take place during regularly scheduled meeting with these personnel.

At the beginning of each school year, training is provided to site representatives at the DAC/DELAC meetings to ensure that all requirements for School Site Council activities, including the evaluation and updates to the school plan and the continued alignment to LEA goals.

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:

Using the resources provided by CDE's Promoting Equitable Access to Teachers website on the collection and analysis of equity data resulted in the following trends:

Since there were no ineffective/misassigned, or out of field teachers with low income students. Inexperienced teachers and low income students for all sites were also at 0%.

Ineffective/misassigned and out of field teachers with minority students = 0%

For the elementary sites, Inexperienced teachers with minority students for the district was 13.6% with the school with the highest percentage of minority students (Monroe) was slightly above the average at 14.3% of inexperienced teachers. The school with the highest percent of inexperienced teachers (Mayflower) actually had the lowest percentage of minority enrollment (69.8%) compared with the district average of 84.7%.

For the middle schools sites, the overall percentage of inexperienced teachers was 11.5%. The school with the highest percentage of minority students (88.8%) also had the lowest percentage of inexperienced teachers (4.5%). Following the same trend as described four elementary sites, the schools with the lowest percentage of inexperienced teachers (16.7%) had the lowest percentage of minority students (70.3%).

For the high school, the school with the highest minority population (89.3%) had 0% inexperienced teachers.

If there were a disproportionate number of ineffective or misassigned teachers or inexperienced teachers with low income and/or minority students, the LEA work with the teachers' union to review contract

language around teacher transfers. For out-of-field teachers, we would reach out to local universities' teacher credential programs to create pipelines for teachers in assignments that are difficult to place.

The district would engage stakeholders in the process for identifying strategies for addressing any disparities by providing transparency around the data (which sites, what percentage, student achievement on district-wide metrics). Based on these data, a plan of action could be created to address any achievement gaps that exist at schools with high percentages.

If disparities are discovered during a data analysis process or stakeholder engagement process, a similar process would occur in that an analysis of student achievement data at the schools with high percentages would be conducted to determine what supports need to be provided to the schools and classrooms to fill the gaps created by ineffective, misassigned, or inexperienced teachers.

If it were determined that a disproportionate number of teachers were found at high poverty schools, the LEA would seek solutions to get the teachers in question the appropriate credentials by providing support and monitoring of the progress that is being made to rectify the situation.

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:

Development and evaluation of the Title I parent engagement policy process takes place in the fall of each year in the DELAC meetings. Parents are provided up-to-date information about any changes in parent engagement policy at the State level. Site representatives share their schools site council parent engagement update process.

This process is aligned to LCAP stakeholder involvement process in that multiple modalities of contact (newsletters, emails, phone calls and in person invitations) are made to ensure that parents have the opportunity to remain informed about the process.

Assisting parents to understand State standards and assessments, Title I requirements, and how to monitor student progress and work with teachers to improve achievement is accomplished through partnerships with organizations like Parent I Quality Education (PIQE) and parent university offerings in math. These events are held in both English and Spanish.

Materials and training to improve student achievement partnerships with PIQE, LACOE division coordinators, and content experts, most recently for instructional shifts in mathematics are provided by the LEA. These events take place in both English and Spanish.

The LEA educates teachers and principals by including information and resources for parent engagement practices as part of instructional leadership workshops and providing current resources at DAC/DELAC meetings for site representatives to bring back and implement in their schools.

Parent involvement is integrated with other programs, such as our preschool program at the Canyon Educational Learning Center through participation in district-wide parent surveys and transition parent meetings in the spring.

Communication with parents, including newsletters, announcements, assessment administration and results are consistently translated into Spanish. LEA and site phone messages sent out to parents are in both English and Spanish.

Translators are always provided at both DAC/DELAC meetings. Beginning this year, each LCAP/PIR stakeholder meeting was conducted in English with translation services AND a second meeting was held that was conducted in Spanish.

Individual school sites typically receive initial requests for other support. The sites work with district office personnel to coordinate how this extra support will be provided.

Canyon Oaks Alternative High School has been identified for Comprehensive Support and Improvement. The school site council, including the parent representatives developed and approved the plan for the coming school year. Regular reports to the site council on the progress of the plan will take place throughout the 2019-20 school year.

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:

There are five Title I schools within MUSD. All five elementary schools (Bradoaks, Mayflower, Monroe, Plymouth, and Wild Rose). The support provided to these sites allows 4th and 5th grade students who are not achieving at grade level to have extra instruction and practice based on their diagnosed needs. This support comes in the form of an interventionist and student licenses for web-based supplemental curriculum and diagnostic assessments.. Canyon Oaks, the alternative high school is the only school operating Targeted Assistance programs at this time.

Each site receiving Title I allocations maintains an active School Site Council. Representatives from each of these groups attends regularly scheduled District Advisory/District English Learner Parent Advisory Committee meetings. Support for the development, implementation, and evaluation of the school plans are regular agenda items throughout the year.

The process for the comprehensive needs assessment involves ongoing analysis of formative and summative assessment results, input from teachers and administrators on the effectiveness of the plan by examination of a variety of success criteria, and engagement with parent groups, both at the site and the district with opportunities for input based on their children's experience within these programs.

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 provided for homeless youth that support enrollment, attendance, and academic success include transportation support, access to programs where they are typically underrepresented, automatic invitation to intervention, including summer programs regardless of academic achievement level.

Some of the supports listed are supported through the use of Supplemental and Concentration funds and do support students in non-Title I schools.

The LEA's Homeless Liaison supports homeless youth by working closely with community partners who can provide health care, family services, after school tutoring.

Student Transitions

ESSA SECTIONS 1112(b)(8) 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) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through 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:

The LEA reaches out to the pre-school program to ensure that the transition to elementary school is a smooth one so that there is no interruption in services to students. For low income and English learner students, specific departments coordinate with the sending and receiving site administrator.

For students leaving grade five and transferring into grade six, site admin and school counselors coordinate through meetings and the specific notations within the student information system to ensure that the receiving schools have consistent and complete records of services that in-coming students will need. For the transition from middle to high school, counselors meet with each student

and parents/guardians over the summer to go over the student's strengths and needs, as well as post-secondary school goals.

For students transitioning to college and/or career, a district director, whose duties are specific to college, career, and counseling works closely with the comprehensive and continuation high school to ensure that all students are aware of the opportunities that Monrovia Unified has to offer. These supports include: a variety of career pathways, early college enrollment, and trade/tech certificate programs and internships locally available.

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:

There are no reserved Title I funds for non-required allowable district operated services at Title I schools.

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional development is provided to the full range of educators within the LEA, as described below:

New teachers - Through the San Gabriel BTSA Consortium, support providers work closely with teachers in order to clear their preliminary teaching credentials.

Principals - district orientation by each division (Educational Services, Business Services, Human Resources, Technology), ongoing workshops throughout the year to provide guidance on implementation of district initiatives and maintenance of state and federal program requirements.

School leaders - opportunities to serve on Assessment Advisory and Curriculum Advisory committees to provide input on local decisions, and opportunities to serve in leadership roles, such as instructional specialists, iCoaches, and interventionists.

Teachers and administrators are provided opportunities for professional growth and development in the areas of: Development and implementation of Professional Learning Communities; use of technological tools to enhance classroom instruction and student achievement; first best teaching practices, as outlined in Schmoker's Focus (2nd edition), implementation of the content and instructional shifts in reading, writing, and mathematics.

Growth and improvement in these practices is measured both by classroom observations by administrators, instructional specialist, and other teachers and through systematic feedback from teachers on how these opportunities have improved their practice. Teachers and administrators also complete annual needs assessments on which instructional areas they feel most confident to the least confident, how they would like to best be supported and

A major consideration in the development of the Title II plan is to specifically build the capacity of teachers, principals and teacher leaders. An emphasis is placed on trainer of trainer opportunities where participants can bring back the information and skills to the larger group.

Beginning of career: for those with a preliminary credential, work closely with BTSA mentor and grade-level/department-level mentor to support specific needs based on performance on the CSTP description of practice.

Throughout their career: Instructional specialists work with specific sites throughout the year to support all teachers with the implementation of district initiatives and areas for which individual teachers have requested support.

Advanced opportunities: Classroom teachers have the opportunity to advance their craft through a variety of teacher leader positions. Instructional specials, iCoaches, and elementary interventionists are three examples. Additionally, a leadership pipeline is currently being developed through the Educational Services and Human Resources Department to establish pathways for teachers to advance to the level of site administrator.

The LEA uses a professional development evaluation tool (called KickUp) that keeps track of teacher evaluations of their professional learning, as well-assess their needs over time to determine the impact of the professional learning experiences on classroom practice.

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:

While Title II funds are not specifically allotted to individual sites, professional growth and improvement opportunities are considered first to personnel at sites with the greatest need.

There is one school currently identified as CSI (Canyon HS) for low graduation rate. The assistant superintendent and director of counseling, college and careers are working closely with the site administration to ensure that there is a robust schoolwide professional growth and improvement plan.

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:

Participant perception data and student achievement data are used to determine the effectiveness of the professional development activities. Participant perception data is collected through a web-based service called KickUp, which allows us to collect feedback on session offerings on how teacher practice was impacted by the knowledge and skills acquired during the training. Three times per year, teachers are asked to complete a needs assessment on where they rate their practice in various aspects of the California Standards for the Teaching Profession (CSTP).

Local assessments as interim progress measures. Universal screeners such as Reading Inventory, Math Inventory, common writing assessments, and basic skills tests are analyzed each quarter to determine what students are in need of support and what professional development aligns to this support. Through the analysis of both the needs assessment and local assessment data, we can determine what gaps need to be addressed. Over the course of the year, the needs assessment results are compared to determine if there are areas where teachers believe they are improving and where they feel they need more support.

Included in both the session evaluations and needs assessment are questions about preferences for delivery method and follow up support. Instructional specialist use these data to design professional learning activities that respond to these comments. Needs assessment data is shared with principals and the local bargaining unit members as a means of improving the professional development experience to best meet the needs of the teachers of students who are not achieving at grade-level.

Typically, Title II funds are used to support professional learning for instructional specialists and site leaders that aligns to the LEA goals in order to support the implementation of the LEA initiatives which are included in the LCAP.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

High-quality professional development is provided to those below:

=Classroom teachers - received ongoing training and support in the updated expectations for students to reclassify and the changes in expectations for the ELPAC. An emphasis was placed on the implications for both designated and integrated classroom instruction.

=Site administrators - received ongoing workshop time to understand the new requirements that English Learners must achieve in order to make progress toward fluency in English. Additional support began and will continue to support administrators in look-fors during classroom walk-thru, as well learning-focused conversations to have with teachers around the walk-thru data.

=Other school or community-based organizational personnel - were provided information about the expectations for English Learners and the rigor of the ELPAC as a new language acquisition assessment.

A number of PD opportunities were provided to teachers using Title III funds that support integrated ELD. This year there was a focus on improving instruction around the use of academic vocabulary. The ELD instructional specialists attended these trainings with the teachers and provided follow up classroom coaching and support.

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:

The LEA qualified for Title III- Immigrant funds this year based on the 165 eligible students. Using this funding source, some parent and family outreach was provided.

Title III Programs and Activities

ESSA SECTION 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:

The LEA's English Learner program enrollment for 2018-19 was 4.5% IFEP, 10.2% EL, 16.5% RFEP, with 68.7% of the population designated as English Only. This represents 554 English Learners out of a total district population of 5,442 students. Among the top languages spoken are: Spanish (26.4%), Mandarin (1.3%), Tagalog (0.79%), and Cantonese (0.70%). The reclassification rate for this same year was 26.5%.

The LEA provides effective programs and activities to English Learners to increase their language proficiency and meet challenging state academic standards through the use of supplemental targeted reading instruction. A high priority is placed on supporting teachers to administer these programs to the highest level through the use of ongoing PD and coaching by our ELD instructional specialists.

In addition to the SEI, designated and integrated ELD language instruction programs, there are several dual immersion programs within the LEA. One of our elementary schools has a well-established TK-5

Spanish program. Due to the overwhelming need to expand this program, one of our other elementary schools will be beginning a new TK/K Spanish program in the 2019-20 school year. A third elementary school (there are only five in the district) is expanding their dual immersion Mandarin program by expanding to grade 4. The Spanish dual immersion programs feed into one of our middle schools, which has expanding to grade 8.

Programs provided to students using Title III funds include Latino Family Literacy nights, math family nights, and a robust summer program for students who have not reclassified by the end of grade 5 (see description below).

For our secondary English Learner students, there are specific activities designed to supplement the core program. There is a 20-day summer program offered exclusively to EL students. The program is focused around a theme and all reading, writing, and field trips are centered on this theme. Activities are created to provide specific practice within the four domains of language acquisition: reading, writing, listening and speaking. Many of the students who attend this program are Long Term English Learners (LTELs), so the support is targeted toward meeting the criteria for redesignation in the coming school year.

English Proficiency and Academic Achievement

ESSA SECTION 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:

- (A) 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
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The LEA ensures that the schools are assisting English Learners in achieving English proficiency, as well as meeting the challenging state academic standards through regular communication about local assessment data, reclassification status, and ongoing monitoring of student progress. A dedicated English Learner student information system (ELLevation) was purchased and implemented using Title III funds.

The sites are held accountable for meeting English acquisition progress for English Learners through ongoing monitoring of student grades, assessment scores, and progress toward English proficiency. Principals are given updated on which teachers have completed their monitoring and how it aligns to growth targets that have been established.

Throughout the school year, principals meet with Education Service personnel to review student progress on local assessments for all students and students who are English Learners. Principals address any gaps in these data and communicate their plan for closing such gaps.

Consistency of service across the LEA in support of program implementation for English Learners is achieved through the consistent support of the two ELD instructional specialists, who meet regularly with principals and teachers to monitor and improve fidelity to the program.

We have reestablished our partnership with our county office of education's Multilingual Academic Support unit and have begun to use a newly development observation protocol with a focus on one

element of practice within one of the site's goals aligned to the LCAP. The goal is to deepen understanding of what high level integrated ELD instruction should be and how to improve our current practice.

Through the use of ELlevation, the instructional specialists are able to view the progress of every student in the program at intervals that coincide with our local assessment cycle. ELlevation is able to integrate data from a number of systems we used so that all the information is in one place for principals and teachers can easily access the data that will be used to complete quarterly monitoring requirements for each student.

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:

The plan was developed based on a needs assessment that included parents, teachers, administrators, and community members. Student input was gathered at the site level. These data were collected as part of a survey to gather information about what programs are working for our students and what programs are needed. Themes emerged in a number of areas, including a well-rounded education, school conditions for learning and technology. The final 2018-19 allocation was \$71,044.

The intended outcomes and program objectives that will be used to periodically evaluate the effectiveness of the activities funded with Title IV, Part A include the following:

Well-Rounded Education: CTE Pathway Modules

STEM college & career pathways modules that will be implemented at the middle school (budgeted amount: \$20,000).

Safe & Healthy Students: Bullying Prevention Program

In order to foster safe, healthy supportive drug-free environments that support academic achievement, a continued partnership with Olweus (out of Clemson University), expand teacher training (budgeted amount: \$15,000).

Effective use of Technology

In order to support the implementation of the CTE curriculum referenced above, specific devices, equipment, and digital instructional resources will be purchased to provide the teachers of this program the ability to model and have students practice the skills highlighted within each module (budgeted amount: \$36,044).