

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

DRAFT

LEA name:

El Rancho Unified School District

CDS code:

1964527

Link to the LCAP:

(optional)

<https://4.files.edl.io/38d2/06/19/18/200840-773ff7a9-ab64-4b4b-b2e1-43313d54515f.pdf>

**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 El Rancho Unified School District provides a core program that addresses the needs of our students and families from a whole child perspective. Recognizing that the majority of our students are economically disadvantaged, and many of our students are English language learners, the district provides a core academic program with the added funding of LCFF Supplemental and Concentration funding that focuses on raising the achievement of all students with additional services for the economically disadvantaged and English learner. Our LCAP describes the added services used to target our population with increased staff, smaller class size, counseling, data analysis, intervention programs and materials, parent involvement/engagement and education programs, professional development, expanded technology, and innovative educational programs that include Project Lead the Way, Tri-Cities ROP which offers career technical education that leads to employment, internships and industry certification. There are multiple pathway courses that have been established at secondary sites. All of our classrooms have core curriculum with an added ELD component in which teachers receive training on implementation and usage through Benchmark Advance for Elementary Schools, Studysync for our Middle Schools, and English 3D at the High School.

Federal funds will be utilized to increase the availability and intensity of intervention programs as well as professional development in order to bridge the achievement gap for students that are currently or most at risk of not meeting state standards.

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 El Rancho Unified School District will supplement the professional development and intervention programs that are funded with our Local Control and Accountability Funding. This supplement will provide expanded opportunities beyond what is capable with state funds, but will align to the existing programs so as to provide more depth and breadth to our core interventions for all our students. Federal Programs are aligned to our core programs by providing increased services to students who are currently or at risk of not meeting state standards. Title I programs are primary supplemental funded activities that build directly upon our state funded programs to help students to meet the state standards. Title II funding is utilized to provide high quality professional development for staff based on our needs of our Title I programs. Title III funding is utilized to strengthen our EL programs beyond what we are able to provide through our core and Title I funded activities. Title IV funding is used to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

ESSA Provisions Addressed Within the LCAP

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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

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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	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

ESSA Provisions Not Addressed in the LCAP

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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 ERUSD Teacher Support Programs help prepare teachers to meet the academic learning needs of all K-12 students and retain high-quality teachers. The programs are responsive to the individual teacher's needs and are consistent with the Education Code. Each program provides opportunities for the application and demonstration of the pedagogical knowledge and skills of teachers. Programs include individualized support and assistance to each candidate, collaborative experiences with colleagues and resource personnel, and a formative assessment system that is built upon the the California Standards for the Teaching Profession.

The El Rancho Unified School District does not have any disparities between the result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers, as the population at our schools are homogenous in the number of low income and minority students. To ensure that no disparities may arise based on potential changing demographics, the district has established policies and procedures in our hiring practices that require all teachers be fully credentialed and working in their area of authorization.

The ERUSD Teacher Support Programs help prepare teachers to meet the academic learning needs of all K-12 students and retain high-quality teachers. The programs are responsive to the individual teacher's needs and are consistent with the Education Code. Each program provides opportunities for the application and demonstration of the pedagogical knowledge and skills of teachers. Programs include individualized support and assistance to each candidate, collaborative experiences with

colleagues and resource personnel, and a formative assessment system that is built upon the the California Standards for the Teaching Profession.

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Below are the mis-assignments reported for 2017/2018:

Reggie Cordero/ERHS - Taught one period of Ethnic Studies Foundation

Eduardo Galindo/ERHS - Taught two periods of Civil Engineering & Architecture

Kristina Ballester/Salazar - Taught two periods of Student Government & Food/Hospitality

Erik Chaffino/Salazar - Taught two periods of Digital Imaging I & Computer Applications

Sandra Glores/Salazar - Taught one period of U.S. Government

Rene Flores/North Park - Taught one period of Science

Sara Lahr/North Park - Taught one period of Exploratory Elective-Art

Frank Fontaine/Valencia - Never obtained EL Authorization (Resigned at end of 17/18 school year)

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to implement effective parent and family engagement as described under Section 1116, El Rancho Unified School District will employ multiple strategies. Research has shown that authentic parent and family engagement and support must occur closest to the school. Therefore, the District will make sure that all family engagement focuses on students and their needs. The family engagement activities must have the goal of supporting the District's goal of obtaining 100% Graduation for all students.

Collaboration: The first strategy will involve collaborating with parents as leaders, encouraging them to participate in various forms of governance both in schools and in the District. At schools, parents will be given opportunities to participate on the School Site Council, the English Learner Advisory Committee and the Local School Leadership Council. The first two of these school groups will provide input into the Single Plan for Student Achievement, containing programs and expenses related to federal categorical funding. The third group will review various general school programs and expenses. Parents' consistent and informed participation will enable meaningful consultation with them as stakeholders. In partnerships with school staff, parent leaders will develop and approve each

school's Title I Parent and Family Engagement Policy and School-Parent Compact. The evidence demonstrating that schools address these requirements for parent participation will be uploaded onto an online District portal. The District's Office of Parent and Community Services will monitor this evidence and work with the six Local District Parent and Community Engagement units, as well as the Federal and State Education Programs Office and the Multilingual and Multicultural Education Division, to provide coordinated training and targeted support to schools in need.

Communication: A second strategy will involve establishing multiple modes of communication between families and school and District staff to address families' diverse needs and interests. To facilitate communication from schools to families, information will be provided through online postings and newsletters, with notices mailed home in a timely fashion and translated into languages parents can understand. Families will receive text messages or emails, if they opt in, and phone calls providing them with critical school information. In addition, parents will have access to an online Parent Portal through which they can learn about their students' daily attendance, grades, test scores, Individualized Education Plan, English Learner status, graduation requirements, discipline records, lunch application, health records and contact information. Gaining access to their children's school information through the Portal will allow for families and school staff to have the same foundational information about their students so that they can better focus on coordinating strategies for targeted support.

Facilitating the communication from parents to schools, parents will be provided with various opportunities for communicating with school and District staff. Through the online Parent Portal, parents can communicate with their children's teachers over email, while reviewing specific assignments for each class online. Families can also use traditional means of communicating with school and District staff by calling, visiting and writing. Appointments to confer with school teachers and other staff will be made directly with each school through email, phone calls or in person. Special accommodations will be made for communicating with families that have accessibility needs, with the Translations Unit providing material in multiple languages at schools upon request, and with the needs of disabled, homeless and migrant families being considered and addressed at each school site in coordination with the Division of Special Education, the Homeless Education Program and the Migrant Education Program staff. Parents are invited to complete an annual Parent Survey for schools to be better informed about the needs of their families and the effectiveness of their family engagement programs. The results from this Survey will be published annually for all stakeholders to review by school site.

Capacity Building: A third strategy will involve building the capacity of both parents and school District staff to partner with one another. To address this strategy, schools will offer training to parents to understand District academic initiatives and to provide parents with opportunities to learn how to support learning in the home.

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.

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THIS ESSA PROVISION IS ADDRESSED BELOW:

Research shows that socio-emotional challenges contribute to a lack of academic and general school success. We are enhancing socio-emotional support at our school sites. State funds (including Supplemental Grant Funds) provide a full-time PBIS Coordinator/Evidence Based Programs Liaison, 14 School Site PBIS Coaches, and 8 Mental Health Counselors. The Mental Health Counselors provide case management and support services to help students meet their academic and social goals. The Mental Health Counselors provide support services through group and individual therapy. In addition, the PBIS Coordinator/Evidence Based Programs Liaison provides training for all school sites and school site coaches on the PBIS Framework. The PBIS Coaches meet on a regular basis to receive training on developing school-wide expectations, Tiered Interventions, and the integration of social emotional and academic interventions. PBIS leadership teams use data driven decisions to incorporate resources available to them through the district (i.e., tutoring, social skills training, anger management, behavior modification. We have also developed opportunities for low-offending youth to receive job skills training. We partner with a local organization, Homeboy Industries, to provide at-risk students an opportunity to receive certification on solar panel installation, as well as assistance with job placement.

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:

We are enhancing support services for our homeless population through the use of State funds (including Supplemental Grant Funds). We provide transportation via public transit to our homeless population. We also support our homeless population via programs and services developed to provide an inclusionary and equitable school experience. (i.e., bus tokens, tutoring, school uniforms, P.E. clothes, school supplies, school activities). We will also hire 1 full-time School Community Liaison who will be assigned to case management and providing parents and students with resources to help support the academic and social well-being of the student.

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:

At each of our eight elementary schools, there is a preschool program at each campus. In order to help children be as prepared as possible for kindergarten, research indicates that we must engage and support their parents and caregivers. To involve parents, we offer on-going parenting classes facilitated by our Early Learning Program Parent Advisor. These classes have included topics such as constructive discipline, the importance of learning through play, early literacy, and kindergarten readiness. These classes offer parents a wonderful opportunity to acquire some wonderful information and develop friendships with fellow preschool parents. El Rancho Unified provides Transitional kindergarten (TK) at each of the eight elementary school. TK is a bridge between preschool and kindergarten for children turning 5 years old between September 2nd and March 2nd. At the elementary and middle school levels, the district provides a summer bridge program focusing on the transition from elementary to middle school, and middle to high school. Additionally, every school site provide an orientation to support student transition.

Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district reserves funding for GATE and high achievers programming during the school year and summer to ensure that we meet the needs of our students with exceptional capabilities. The programs provided for GATE and high achiever students includes engineering, visual arts, music, and coding.

TITLE I Part A *Also add here if applicable:

A-ANA Blurb on process for assisting schools and identifying and serving gifted and talented students

We serve all students under a whole school coordinated model. We do not have a dedicated gifted and talented program. Students who are at or above grade level in reading and math receive interventions that challenge them to go beyond and enrich them academically. As stated previously, students who are advanced in math or language arts may attend classes at the local high school in their eighth grade year and several homeschool students attend classes at Shasta College.

DLC help with various digital learning platforms to increase student academic literacy in ELA, Math and Science.

Media Liary-assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Library Media Techs. (look SIP Day Information)

Facilitated by the IT Department, LMTs will review the Destiny Library Textbook system and CA databases/webinars and be provided with end of the year procedures inclusive of pre-planning end of the year library closing activities.

To maintain low suspensions, the district will continue to implement school-wide Positive Behavior Intervention Supports at all schools. Also, school site staffs will continue to participate in Restorative Practices professional development opportunities to learn strategies to continue to build trusting and supportive climates to foster students' social-emotional learning.

Middle schools provide orientation days prior to the beginning of school to support our elementary school students' transition to middle school. Students become familiar with the campus, staff, and all pertinent program information. Students engage in team building activities to get to know their classmates, faculty and staff.

Summer Bridge Programs High school summer bridge programs build student academic preparation for the English Language Arts and math a-g courses introduce college and career readiness skills, and provide the social-emotional supports to assist with the transition from middle school to high school. The Bridge programs help students make connections, build relationships and ease the transition for students into high school. presentation.

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:

ERUSD does not receive Title I, Part D funds

Formal Agreements

ESSA SECTION 1423(2)

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

(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:

ERUSD does not receive Title I, Part D funds

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:

ERUSD does not receive Title I, Part D funds

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:

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ERUSD does not receive Title I, Part D funds

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:

ERUSD does not receive Title I, Part D funds

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:

ERUSD does not receive Title I, Part D funds

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:

ERUSD does not receive Title I, Part D funds

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

ERUSD does not receive Title I, Part D funds

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:

ERUSD does not receive Title I, Part D funds

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:

ERUSD does not receive Title I, Part D funds

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:

ERUSD does not receive Title I, Part D funds

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:

ERUSD does not receive Title I, Part D funds

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 ERUSD Teacher Support Programs help prepare teachers to meet the academic learning needs of all K-12 students and retain high-quality teachers. The programs are responsive to the individual teacher's needs and are consistent with the Education Code. Each program provides opportunities for the application and demonstration of the pedagogical knowledge and skills of teachers. Programs include individualized support and assistance to each participating teacher, collaborative experiences with colleagues and resource personnel, and a formative assessment system that is built upon the California Standards for the Teaching Profession.

Newly hired teacher support:

As a newly hired teacher, El Rancho Unified School District offers a Peer Teacher Support program for the first contract year of their employment within the district. Newly hired teachers are contacted by our Teacher Support Coordinator, Heather Redding, who meets with each newly hired teacher for an initial meeting for "advice and assistance" to discuss their new teaching assignment for the school year.

The Teacher Support Coordinator then works with each site administrator to match each new teacher with a mentor teacher who will provide professional support throughout the school year. New teachers and their mentors work collaboratively on a weekly basis and in addition, attend monthly Peer Teacher Support Group meetings together for an opportunity to collaborate with teachers and mentors from other sites.

One of the main purposes that the district provides this support to our newly hired teachers is to help teachers with their challenging assignments to set each teacher (individually) up for success in the areas of professional growth and student achievement.

Peer Assistance and Review Program

The mission of the El Rancho Unified School District Peer Assistance and Review program for teachers is to provide meaningful, one on one support for teachers making changes in grade level or subject matter, and for those interested in renewing their teaching strategies, expanding knowledge, augmenting resources, finding opportunities for networking and collegiality all intended for heightening student achievement.

In order to assist teachers who may need additional development in subject matter knowledge and/or teaching strategies, ERUSD provides a program of peer assistance and review linking participating teachers with exemplary teachers serving as consulting teachers. Consulting teachers provide sustained, intensive support including multiple classroom observations, recommendations for staff development and regular meetings with participating teachers. Areas of support include classroom management, lesson design, time management, organization, instructional strategies, and content/grade level curriculum support.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Schools that may implement targeted assistance support (one Middle School) will have priority funding based on specific needs of the students and staff. In the event that a school or schools are determined to need comprehensive support, a base professional development program will be established to ensure all schools and staff are receiving what the district has determined as core PD to continue the process of growth for all students, and then a supplemental funding structure will be

establish to provide additional support through staff and PD that will address the deficiencies as determined by student progress.

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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:

ERUSD maintains a system of continuous improvement based on the School Plan for Student Achievement (SPSA), as well as through the LCAP Process and annual update. ERUSD uses data from both state and local assessments to determine student growth and progress, as well as to inform instruction and planning.

Professional learning priorities are based on needs data gathered from surveying teachers and administrators. Through surveys, teachers and administrators provide information on the areas of need for teacher and leader development.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Provide high quality professional development

El Rancho Unified School District will provide high-quality professional development designed to improve the instruction and assessment of English Learners (ELs). The process for setting priorities for professional development is based on an analysis of state and district assessment data, District evaluation reports, classroom observations, needs assessment surveys, and professional development evaluations. The District has identified the need to continue to provide training for

teachers on how to utilize research-based English Language Development (ELD) strategies and to ensure ELs access the core curriculum. The plan to deliver this differentiated training will include the following components:

- Focus on effective strategies for ELs designed to strengthen the use of district-adopted programs for ELD and core content areas
- Monitor classroom implementation and observations on effective strategies for ELs
- Continue grade level and department meetings that focus on data analysis to inform instruction, intervention, and professional development needs
- Maximize the effectiveness of ELD instruction by integrating research-based strategies across content areas, including strategies, such as: academic vocabulary development, graphic organizers, and visual tools

In addition, teachers, administrators and support staff will be provided with the opportunity to attend statewide and county conferences that address current research, strategies, and materials to support ELs, including: California Association for Bilingual Education (CABE), ELL Shadowing, Dual Language Leadership and Implementation.

*Also add here if applicable:

Up to 6 sessions (full day), annually – Provides development of high quality training on the implementation and structure of Positive Behavior Intervention and Supports. School-site coaches and administrators receive relevant, contextual, and culturally responsive training that they in turn share with their school site community via PBIS Leadership teams. PBIS training incorporates sensitivity regarding immigration, status, race, language, family structure, ethnicity, racial identity, nationality, and gender/sexual orientation. It provides Administrators and staff with tools and resources to improve student outcomes in and out of the classroom.



Enhanced Instructional Opportunities

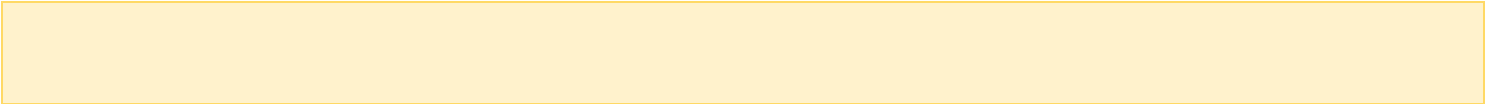
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enhanced instructional opportunities to immigrant students and their families

- Provide supplemental tutoring, mentoring and counseling services
- Purchase supplemental curricular materials and software to support and enhance instruction for immigrant students
- Provide parent outreach and training to assist families of immigrant students



Title III Programs and Activities

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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:

Implement programs and activities in accordance with Title III

English Learner (EL) students within the El Rancho Unified School District are active participants in four program options. Each program focuses on rigorous, standards-based instructional programs that support the specific educational needs of EL students, language proficiency objectives and annual measurable achievement objectives. Additionally, ongoing assessment of student progress is embedded into the learning process through district benchmark assessments, curriculum-embedded assessments and formative assessment practices.

Provide high quality language instruction

El Rancho Unified School District will provide high quality language instruction based on scientifically based research strategies that increase students' English proficiency and academic achievement in the core academic subjects through the following:

- EL students will receive a high-quality, rigorous instructional program.
- **EL students will receive daily instruction in ELD differentiated to their proficiency levels**, and are provided with full access to grade level core curriculum through primary language instruction and/or support, and/or SDAIE strategies in English.
- EL students will have opportunities for extended-day tutoring and intervention programs, including the English Learner Literacy Support Class (ELLSC), which is an after school intervention program offered at each site.
- Release time and/or extra-duty, extra-pay will be provided to certificated personnel to:
 - 1) Attend/facilitate high-quality professional development
 - 2) Develop/augment standards-based curriculum
 - 3) Collect/analyze assessment data
 - 4) Utilize research-based intervention strategies
 - 5) Collaborate with colleagues to design/plan standards-based lessons
 - 6) Participate in articulation practices that identify student needs within a school and/or feeder schools
- District and site staff will analyze assessment data to identify students in need of additional support and intervention and determine appropriate interventions based on student needs.
- District and site administrators will routinely visit classrooms to observe core and ELD instruction and to verify that all ELs are receiving appropriate instruction based on their language proficiency and utilizing universal access components and/or instructional strategies for EL's.

Supplementary services as part of the language instruction program for EL students

- Implement the English Learner Literacy Support Class (ELLSC) after school intervention program to provide English Learners with additional support and assistance in attaining English proficiency and meeting challenging academic standards.
- Purchase supplemental materials and supplies, including instructional software, to support EL program implementation and enhance instruction for English Learners.
- Provide professional development and collaboration time for teachers and administrators focused on addressing the needs of ELs, including, but not limited to: CAFE, Academic Language, SDAIE Strategies and EL Program Contact Teacher Meetings

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:

Use the subgrant funds to meet all accountability measures

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El Rancho Unified School District will use Title III funds to help English learners meet the state's annual measurable achievement objectives by providing the following supplemental services to English learners:

- Professional development for administrators, teachers, and support staff in all content areas addressing the needs of English learners
- Professional development opportunities for teachers to collaborate focused on narrowing the achievement gap for English learners
- Supplemental instructional materials to support and assist English learners in attaining English proficiency and meeting state academic content standards
- Technology and software to support and assist English learners in attaining English proficiency and meeting state academic content standards
- ELD walkthroughs and focused learning walks
- Academic tutorials and intensified instruction in before/after school programs, during Saturday programs, and during summer school programs
- English Learner Literacy Support Class (ELLSC) after school intervention program
- Parent workshops and resources to increase parent involvement and support parents in helping their children at home
- English Learner Program Contact Teacher Committee support, collaboration and professional development
- District Resource Teacher will provide English learner support through monitoring student progress, assist with the identification of students for intervention, coordinate the ELLSC after school intervention program, provide professional development to teachers, administrators, and support staff, provide classroom modeling of effective instructional strategies, and provide ongoing support and professional development to the English Learner Program Contact Teacher Committee.

Hold the school sites accountable

El Rancho Unified School District has established procedures and protocols for monitoring EL progress in attaining English proficiency and meeting state academic content standards. The district employs the following monitoring process:

At the school sites:

- The Single Plan for Student Achievement (SPSA) for each site outlines goals and objectives for student achievement in ELD, Language Arts and Math, as well as the process for analyzing student success in achieving these goals and objectives. Interventions are identified and put into place for students not meeting the goals and objectives. In addition, the school plans delineate the site's monitoring procedures, including which staff is assigned to monitor, their responsibilities, and timelines for monitoring of activities.
- Records for EL students (Home Language Survey, language assessments, copies of letters to parents, redesignation data, etc.) are kept in the English Learner Program Folder for each student. The folder is filed in the student's cumulative records folder and follows the student as he/she progresses through grade levels and/or schools.
- Site administrators monitor the teaching and learning in the EL program by assuring proper placement in classes with teachers who are appropriately authorized, visiting classrooms

regularly to monitor instruction and student progress, and meeting with teachers to discuss the progress and performance of students.

- Teachers monitor student progress through the use of district benchmark assessments, curriculum-embedded assessments, ELD unit tests and formative assessment, which provide data for differentiated instruction. Teachers, administrators, and support staff also meet regularly to identify students in need of interventions, as well as determine appropriate interventions and instructional strategies to meet the needs of the student.
- Each school site has an English Learner Program Contact Teacher who serves as a liaison between the District and the school in the implementation and monitoring of the program for EL students. The EL Program Contact Teacher attends monthly meetings for collaboration, articulation, and professional development, disseminates information related to English learners to site staff, assists in coordinating testing for EL students, trains site staff on items such as district policies and procedures regarding ELD, reclassification and EL programs.

At the district level:

- The SPSA for each site is reviewed by district staff (Educational Services and Categorical Programs) and approved by the Board of Education.
- EL students participate in the California English Language Development Test (CELDT) on an annual basis, and currently transitioning to ELPAC.
- EL students participate in statewide assessments on an annual basis, including the California Assessment of Student Performance and Progress (CAASPP) assessments.
- The District English Learner Program Resource Teacher holds monthly meetings with English Learner Program Contact Teachers to discuss issues regarding EL program implementation and provides ongoing professional development addressing English learner needs and best practices.
- EL student performance data is available in Aeries Eagle and EADMS and is accessible to administrators, teachers and support staff to monitor student progress.

Promote parental and community participation in programs for ELs

El Rancho Unified School District will promote and encourage broad parental and community involvement and participation in the program for English learners through the following:

- The District has a parent involvement policy that is reviewed annually by the District Advisory Council (DAC). DAC members also review and gather input from their respective School Site Councils (SSCs) regarding the District Parent Involvement Policy.
- Each school site has a site parent involvement policy reviewed and approved annually by the School Site Council (SSC).
- Parents of English learners participate in committees to develop/revise the Single Plan for Student Achievement at the school sites, and to develop/revise the LEA Plan at the District.
- Through the School Site Council (SSC) and English Learner Advisory Committee (ELAC), parents review and advise on site level plans and programs.
- Schools have a compliant English Learner Advisory Committee (ELAC) or have voted to delegate ELAC responsibilities to the SSC. From these committees, each school has a parent representative on the District English Learner Advisory Committee (DELAC). The DELAC is legally constituted and advises the Board of Education on various aspects of the English Learner Program.

- The District provides parents training in leadership, parental involvement and informs parents on the master plan for English learners.
- The District will provide and make available individual student assessment results for CAASPP and ELPAC with program descriptions and interpretations of what they mean in their primary language.
- Oral translations in Spanish are provided for meetings held at the district and school sites. Childcare is provided during meetings in order to increase attendance and participation.



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:

Erin Needs to work on this section:

After initial consultation on the best uses of Title IV, activities will include supplementing professional development and resources for supporting.....We plan to take advantage of federal transferability rules to move our Title IV, Part A funding, (we expect to receive \$140,000.00), into Title ITitle II to support professional development, which is an important need. This funding will help support technology training for teachers and training in PBIS and other socio-emotional areas for teachers to support efforts to improve school climate and address the needs of student groups identified by the Dashboard as having suspension rates in the red and orange ranges.

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We will be focusing efforts on supporting safe and healthy students. There is a need to provide additional mental health support for students struggling with appropriate classroom and school behaviors. At the elementary school level we have an increasing number of students in need of early intervention for mental health support, specifically as it relates to behavioral and verbal challenges. Support provided would be achieved through the District obtaining a partnership with a provider.