

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

LEA name:

Emery Unified School District

CDS code:

1611680000000

Link to the LCAP:

(optional)

[Provide link.]

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

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

Instructions

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

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

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

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

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

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

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the

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

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

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

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

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

Strategy

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

Emery Unified School District utilizes federal funds to supplement major district initiatives. As a district where 76.5% of students come from low-income families, most of our strategic efforts are directed towards all of our students, i.e. we use a school-wide and a districtwide approach in our strategic planning. The Emery Unified School District's LCAP strategy is geared towards meeting the following three goals:

1. Provide all students with equitable access to educational opportunities and programs for economic, political, and social empowerment to acquire the 21st century skills including collaboration, critical thinking, communication, and creativity for college and career readiness.
2. Facilitate global awareness and foster communication skills, collaborative learning, and critical thinking with innovative technology integrated across disciplines.
3. Provide a comprehensive multi-use city-school campus that fosters a respectful environment, engages students in an innovative education, and offers comprehensive resources, bringing members of the Emeryville community together to interact and learn.

One of the ways the district uses federal funds to supplement and enhance local priorities is to ensure that our youngest children come to school fully prepared for the challenges of academic learning and with the strong emotional stamina necessary for school success. To that end, the district plans to use some of the federal funds in 2019-2020 to supplement our preschool program for special education students. This program provides our children with disabilities, aged 3-5, who require Special Education services, with access to district services and programs and to inclusion activities associated with Head Start. Research indicates that early intervention services, especially for children with autism, speech delays, or developmental disabilities have significant impact on a child's ability to access curriculum when they turn school age. Providing early intervention services helps reduce or eliminate the impact of disabling condition on the child's ability to learn. Additionally, learning pre-academic skills and classroom routines provides for a positive and smoother transition to kindergarten.

In addition to supplementing services for our early education students, the district plans to use the federal dollars to supplement our support for all of our students with special needs. We will continue implementing the full inclusion model and will fund the positions of three additional teachers with Special Education credentials. This will allow the district to significantly decrease the teacher to student ratio to about thirteen students for every Sp. Ed-credentialed teacher and will enable teachers deliver individualized, targeted support to these students in general education classrooms.

Our mental health federal allocations supplement state funds and provide additional funding to ensure that the district students with emotional and behavior disabilities have access to necessary therapeutic services and supports so they can access curriculum, develop positive social-emotional dispositions and coping mechanisms, and meet the state academic standards. For example, the federal funds will supplement a fraction of the school psychologist's salary and benefits. Another way the district will use federal funds in 2019-2020 is to fund the position of the Health Behavior Manager through MAA (MediCal Administrative Assistance). Health Behavior Manager will work in concert with the school nurse providing oversight, program development, supervision and collaboration for the Mental Health Unit of the EUSD wellness program. The manager will also coach our teachers who will develop expertise to enhance students' social skills. This will enable our students to interact with each other in productive ways.

Another important district strategy will focus on academic achievement and well-being of our English Learners and immigrant families. Part of the federal funds will be spent on materials that will supplemental our core programs for our newcomers. We will purchase some technology, such as IPADs to assist the new immigrant youngsters with translations into their first language to enable access to core program materials. All these resources are critical for successful integration of the immigrant children into American society, supporting their emotional well-being and providing access to rigorous academic curricula.

In addition to strengthening academic and social-emotional support for students, the district plans to use some of our federal funds to provide access to healthy and nutritious food for low-income children. Second Chance breakfast program, in which the district participates, allows students from low-income families who do not get regular meals at home to get food at school. In 2019-2020 the district will provide breakfast, lunch, and snack for our low-income students. These meals are strictly monitored in alignment with the National School Lunch Program so that healthy food options are available to our students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The district will use some of the federal funds to support the preschool program which will prepare our youngest children with special needs for academic success in kindergarten. This aligns with our goal of ensuring equity of opportunity for all students. It will also allow students to enter kindergarten better prepared and thus will improve our academic achievement.

In pursuit of the same goal, we will also use some of the federal dollars to support our English Learners and immigrant children, comprising about 21.7% of our student population, by providing supplementary materials for newcomer classes.

Another investment of our federal funds will go towards building teacher capacity through rich professional development and embedded coaching so that we can improve our instructional practices. This improvement will affect the students' acquisition of the 21st Century Skills which aligns with the district LCAP goal of helping

to foster the students' critical thinking, communication skills and ability to be successful in cooperative learning environments.

Additional federal dollars will be allocated to supplement a portion of the position of our Health Behavior Manager who coordinates the district's efforts of improving social-emotional supports for children, including Positive Behavior Interventions and Supports (PBIS) program. This work contributes to our strategy of creating a respectful environment, strengthening the sense of community, and engaging students in learning for greater academic success.

Finally, academic success cannot be achieved when children do not receive proper nutrition. As a district with high concentration of students from low socio-economic background, we will spend some of the federal funds supplementing our child nutrition program. Part of the compensation of our Staff, Wellness and Food Service Director and a fraction of several additional kitchen staff come from Federal funds. This allows district to offer breakfast, lunch, and snack to the students from low-income families. The Director is instrumental in supervising the kitchen staff and in monitoring for quality control of the nutrition program in the district. Additional staff provide more food choices for our low-income students.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<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 identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

In 2019-2020 the district will continue ensuring that all of our programmatic offerings in the core disciplines are closely aligned with the CA State Standards and with best instructional practice sited in the latest educational research.

The district will proceed with the implementation of the English Language Arts instructional curriculum aligned with the ELA/ELD Framework to meet the needs of all students, including English Language Learners. We will continue implementing an English Language Arts (ELA)/English Language Development (ELD) *Reach for Reading!* published by National Geographic Cengage Learning, in grades TK-5. Lucy Calkin's *Units of Study*, the district TK-8 writing program, and *Expository Reading and Writing Curriculum* (EWRC) taught in secondary grades, will continue supplement *Reach for Reading!* and the novel study.

In mathematics, the district is in its fourth year of implementing *Eureka Math*, a CA Common Core-aligned curriculum, across all grades (TK-12). We will continue the work of improving our instructional practices and teaching conceptually to develop students' mastery of the Standards for Mathematical Practice and their competence in mathematical content.

In science, our TK-5 students engage in hands-on, experiential FOSS program. The science program for our middle school students is a Next Generation Science Standards (NGSS)-aligned curriculum called STEMScopes. STEMScopes focuses on integrating science, technology, engineering and mathematics. In high school, our science curriculum is integrated BSCS, another NGSS-aligned program.

In addition, all students in grades TK-12 will receive art and music instruction to ensure well-rounded, comprehensive education.

To empower our educators in implementing rich, cutting-age instructional practices that strengthen district academic programs, the Emery Unified School District will provide coaching and a variety of professional learning opportunities for our staff . We will encourage the use of project-based, inquiry and personal discovery-infused activities that will engage students and enhance school conditions for learning.

Our administrators will collaborate with teachers and monitor the implementation of all the programs. In addition, we will continue participating in Instructional Rounds and Learning Walks as means for monitoring and supporting instructional improvement.

Emery Unified School District will use a variety of assessment tools, such as universal screeners, formative assessments (including state interim assessments as our benchmarks), the Smarter Balanced summative assessments and student self-assessment activities to identify children who may be at risk of academic failure.

We will use differentiated approach to addressing the needs of struggling students by implementing Universal Design for Learning, employing differentiated instruction, implementing QTEL instructional strategies, providing scaffolded support during intervention blocks and in after-school tutoring intervention for students who may need help in meeting the challenging State academic standards.

Finally, we will engage in data analysis from multiple assessment sources to gage our students' progress and to evaluate the effectiveness of our instructional strategies. We will encourage inquiry into professional practice and collaboration around the teaching methods that prove to be effective with our students.

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).

The district will continue exploring meaningful alternatives to suspensions and to removal of any students from the classroom. We are a majority minority district, so our actions in this respect apply to all student groups. The district conducts regular COST (Coordination of Services Teams) meetings where the team determines the best supports for the students with discipline problems so that removing students from the classroom is a measure of absolute last resort.

Our most important strategy to achieve this is to make sure that our instruction is engaging and interesting to students. At the same time, it is important that our staff have strong classroom management skills, so we will have a mentor supporting every teacher who may need help with classroom management. Also, we will continue using positive reinforcement with students who may act out in the classroom but are working on improving their behavior.

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.

Emery Unified School District is a small district, so when we make decisions with regards to career technical education, we choose the offerings that we can provide with the district resources. At the same time, we select CTE options that are highly marketable, and have a promise of a solid earning potential for our students.

In 2018-2019 school year the district offered computer science and advanced placement computer science CTE courses. Across the country, and particularly in Northern CA, computer science skills are highly marketable and in high-demand. In addition to offering AP Computer Science in 2019-2020 the EUSD, in collaboration with the Alameda County Office of Education, will also offer digital photography course which will create a sequence with our Publications CTE course.

Work-based learning opportunities are essential for our students to develop critical marketable skills and networking abilities. Next school year the district plans to partner with the Alameda County Office of Education around STEM Ahead! initiative to provide work-based learning opportunities where students will be able to interact with industry professionals.

TITLE II, PART A

Title II, Part A Activities

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

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

The District will use the Title II funds to provide additional professional development for our teachers. This professional learning will be focused around equity education

The district will continue conducting Instructional Rounds to improve and monitoring our practice, including peer observations and data analysis.

TITLE III, PART A

Parent, Family, and Community Engagement

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

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).

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:

N/A – all the teachers serving all the students in the district are appropriately credentialed in their field.

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:

The District will invite all the Anna Yates Elementary School parents and guardians to join the School Site Council (SSC). The invitations will be distributed via robocalls, the district information system, physical fliers, and on the district and school website and Twitter accounts in English, Spanish, and Arabic. Once the SSC is formed, the District will conduct regularly scheduled meetings throughout the year with this council comprised of parents and family members. The parents and guardians will be assisted by the Spanish bilingual Parent Liaison and an Arabic interpreter as necessary. At these meetings the Council will develop a Targeted Support and Improvement Plan which will be aligned with and become a component of the School Plan for Student Achievement (SPSA). Since the need

for Targeted Support was triggered due to the achievement gap between our African American student subgroup and the rest of the student population, the Plan will focus on the strategies especially effective in education of this student group, utilizing the principles of culturally relevant pedagogy. As a part of the Anna Yates SPSA, the implementation of the Targeted Support and Improvement Plan will be monitored every trimester by analyzing student achievement data vis-a-vis agreed-upon performance indicators. The Plan will be adjusted as necessary with parents' feedback incorporated into these modifications.

The Parent Engagement Policy was developed jointly by the parents, guardians and the EUSD staff as an addendum component of each school's SPSA to promote meaningful partnership between school, home, and community. The schools will convene an annual meeting to inform parents of the requirements of Title I and their right to be involved in the parental engagement policy, and the school-parent compact of strategies to increase parental engagement. Parents participated and will continue to be encouraged to take part in the planning, reviewing, and revisions of the policy and school-parent compact. The Policy will be posted on the district and the schools' websites and will be available for review for all parents at the District Office.

The Policy underscores that all the district and school staff and the parents/guardians share responsibility for student academic achievement. It stipulates that the school's primary responsibility is to create an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core State Standards and that parents have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of supporting their child's learning. The school-parent compact of strategies to increase parental engagement outlines how parents, staff, and students share the responsibility for improved student academic and behavioral achievement. The school provides parents with an explanation of the curriculum, academic assessment, CA State Standards, and the proficiency levels students are expected to meet. The school-parent compact lists district and school improvement goals and describes the "in the classroom" and "at home" strategies for teachers, parents, and students to implement. The SPSA improvement goals in 2019-2020 will include actions for African American students, English Learners, one academic area, and one non-academic area. The compact will list the strategies for two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. The annual actions and services for families from the district Local Control Accountability Plan (LCAP) will be included in the compact and all the relevant documents will be available to parents on the websites and during the meetings as handouts with translations into Spanish and Arabic. The school-parent compact will be updated by staff and parents annually, based on formal and informal data. The compact will support home-school partnership by using six types of engagement: parenting, communication, volunteering, learning at home, mutual decision-making, and collaboration with the community.

During the school faculty meetings the staff will discuss the great value of the school-parents partnership and the best ways to involve parents and guardians in decisions concerning their children.

Students, parents, and community members will be encouraged to participate in decisions that affect children's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. The School Site Council (SSC) meetings will continue reviewing and monitoring of the SPSA, and parents will be invited to attend monthly Parent Faculty Association (PFA) meetings, English Learner Advisory Committee (ELAC), and LCAP Parent Advisory Committee meetings, as well as parent informational nights to discuss both the school improvement plan and District's Local Control Accountability Plan (LCAP).

In 2019-2020 the District will offer a class to help parents work with their children to improve their academic achievement.

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:

The Anna Yates Schoolwide Plan for 2019-2020 will be developed in collaboration between the school staff and the parents and community members during the School Site Council meetings. The school will monitor and revise the plan as necessary, based on the benchmark assessment data, during the SSC meetings as the year unfolds. The school will regularly examine the achievement of all students and especially African American student group, our lowest- performing population, by using data from benchmark assessments, programmatic assessments, teachers' formative assessments, and the individualized digital assessment tools, such as IReady, to monitor the implementation of the Plan. The teachers will receive coaching and support from administrators and consultants to provide differentiated scaffolding support to our at-risk students. All the curricula implemented in the district are CA Standards-aligned and promote evidence-based strategies for improving student achievement. In addition, the school will offer after-school intervention services for at-risk students in math and English.

This plan will be consolidated into the School Plan for Student Achievement (SPSA). The single plan will be developed and approved by the school site council. The plan will be evaluated using Smarter Balanced achievement data and modified as necessary based on this evidence.

TAS: N/A

Neglected or delinquent: N/A

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:

The District will conduct the root cause analysis for attendance problems of any homeless students and will problem-solve to provide services such as carpool, walking together to school, etc. as the need arises. Our Behavior Health Manager will coordinate with the local support services to provide any assistance necessary. We will offer lunch, snack, and breakfast opportunities and ensure that the students are feeling safe and nurtured. Our faculty will receive professional development support designed to identify signs of housing instability to support the needs of homeless students and students in foster care. The Health Behavior Manager will coordinate with mental and physical health service providers as well as housing agencies to meet the needs of homeless and foster care children and their families to the greatest extent possible.

The District will provide free uniforms, backpacks, free breakfast, lunch, and snack, participation in the after-school program, attending the intervention tutoring and /or homework club, and will provide health services at the Health Center, including dental.

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.

The District will work in collaboration with the Alameda County Office of Education and the Alameda Community College as well as with Berkeley Community College to provide dual enrollment opportunities for our students. We will also work with the local employers to provide work-based opportunities for the students to gain marketable skills and networking

abilities. The District will use the Earn and Learn database to gain access and establish connections with the local industry professionals. The District will continue employing the services and matching the salary of the Early Advancement Outreach Program counselor to prepare our students for college.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District will purchase a variety of culturally relevant books to update the school library and to provide richer choices for our students. We will also ensure that our students have exposure to many digital literacy platforms such as IReady, Accelerated Reader, Zearn, Odysseyware, and other programs to improve academic achievement and to strengthen digital literacy skills for our students.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

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

- (A) LEA; and

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

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:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district provides many professional learning opportunities to build our educators' capacity and expertise in research-based, pedagogically-sound instructional practices. In 2019-2018 school year the district teachers participated in many professional development events such as Project-Based Learning (PBL), Quality Teaching for English Learners (QTEL), standards-based instructional practices in context of the district-supported CA State Standards-aligned curricula, and technology-based learning. During the district-wide professional development day, our practitioners presented what their learning to their colleagues and shared relevant student artifacts. At Anna Yates teachers participated in ELD Learning Walks based on the strategies they have learned in QTEL Summer Institute. This year four more faculty members will attend QTEL Summer Institute and will disseminate learning among their peers. At Emery Secondary School teachers engage in Instructional Rounds, visiting each others' classrooms to monitor the implementation of agreed-upon best practice observables and to discuss ways to realize the goals articulated in their problem of practice. The district plans to collaborate with a mathematics coaching consultants in 2018-2019 to provide embedded coaching and professional development to our teachers based on Standards for Mathematical Practice in context of Eureka Math, a district-supported mathematics program.

The EUSD is a member of the Consortium of the Contra Costa County Office of Education Teacher Induction Program. This program is accredited by the California Commission on Teacher

Credentialing as a pathway for teachers to clear their teaching credentials. The new teachers get weekly individualized, job-embedded mentor support. They have an opportunity to reflect upon their development as a teacher and increase student learning. New teachers develop an Individualized Learning Plan focused on the California Standards for the Teaching Profession (CSTPs).

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:

The District will collaborate with a consulting company to provide equity education and culturally responsive pedagogy professional development for our staff so that we can offer a targeted, effective support to the students at-risk. Since Anna Yates Elementary is the school in Targeted Support and Improvement because of the low achievement of our African American student subgroup, the funds will be distributed proportionally to the count of under-performing African American students. For each dollar distributed to a school based on the number of low-income students, 1.5 dollars will be allocated for an African American youngster who contributes to Anna Yates' eligibility for Targeted Support and Improvement.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District will use data from a variety of differentiated and authentic (student-based) assessments, such as Smarter Balanced summative data, Smarter Balanced Interim assessments, the district benchmark assessments, classroom formative assessments, and the programmatic assessments to evaluate the progress of our students. We will regularly triangulate and juxtapose these data to construct a comprehensive picture of student progress and of the effectiveness of classroom instruction. The District will use Results-Oriented Cycles of Inquiry approach to continuously and consistently review assessment data on a trimester basis to ensure that all of our students, and especially the African American student sub-group, are making progress towards our improvement goals, and we will modify the district and school plans based on these regular reviews of data. The educators will meet in teams with paraprofessionals to discuss the students' progress. They will also meet with parents to ensure a unified and coherent approach to educating students to produce optimal positive effect on student learning and achievement.

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:

The District provides many professional learning opportunities for our staff in order to build their capacity to support English Learners. In 2018-2019 school year nine faculty members, including teachers, the EL Coordinator, a principal, and the Director of Instructional Programs, attended Quality Teaching for English Learners (QTEL) Summer Institute offered by WestEd. After attending this professional development, the teachers and the administrators shared their learning by facilitating a three hour session for their colleagues during the district professional learning day in October. At Anna Yates this work was continued during ELD Learning Walks, facilitated by the EL Coordinator, when the faculty identified desirable observables aligned with essential QTEL strategies and visited each other's classrooms to monitor the implementation of these strategies.

At the secondary level, the faculty engaged in Instructional Rounds where they also used several observables based on QTEL strategies to improve and develop a coherent approach to supporting English Learners.

This work will continue in 2019-2020 school year. Two more teachers, the EL Coordinator, and the Superintendent will attend another QTEL Summer Institute to deepen their understanding of effective ways to educate English Learners and to share their learning with the rest of the district. Another teacher who attended the Institute last summer is wait listed to attend the training for QTEL coaches. We will continue the work of using Instructional Rounds and Learning Walks to facilitate instructional improvement.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

To provide more support for the district immigrant families and youth, the EUSD will offer a class for parents where we will help parents and families navigate the American educational system and inform the parents and guardians about the ways in which they can assist their children with homework and the development of effective learning habits.

We will invite the parents of the immigrant students to join various parent advocacy groups in the district, especially the District English Language Advisory Committee and will provide interpreting services for the family members who may need them. We will engage these parents and guardians in the work of school and in the school/family collaborative actions that will support the immigrant students.

In addition, the district will provide tutoring opportunities for the immigrant youngsters after school and will purchase IPADs to provide native language assistance so that the children have better access to instruction and to academic content. The students will have access to integrated and designated English Language Development classes and will use educational software, such as SRI, to assist with their learning in an individualized way.

At the high school level the District will provide career counseling for our immigrant students with the help of the school counsel and of the Early Academic Outreach Program counselor. In addition, the students will have opportunities to take our career technical education courses, such as computer science and digital photography and publications, to be better prepared for college and career.

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 District will use Inside the USA instructional materials for newcomers and English 3D. In addition, teachers will utilize the English Language Development component strategies from the district-supported ELD/ELA program Reach for Reading! All immigrant students will be provided systematic instruction in phonemic awareness and in phonics in small group settings to ensure a differentiated and individualized approach. The students' progress will be assessed with digital software, such as SRI and IReady, to monitor individual progress of newcomers, as well as with the state tests - ELPAC and CAASPP in mathematics. In collaboration between the ELD and general education faculty these data will be used to inform instruction and to enable a concerted effort to assist immigrant students in the process of the English Language acquisition. In addition, students will be assisted with the services of bilingual aids to increase access to academic content and to facilitate the process of language development.

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 district English Learners will be provided designated and integrated language development services. Students at all grade levels will be educated by the ELD faculty in collaboration with the general education staff. The students will get universal access to digital adaptive resources, such as IReady, to provide individualized learning opportunities and the access to research-based activities. The data will be analyzed on an on-going basis to inform instruction and to ensure high challenge and high support learning opportunities. All the programs used for integrated and designated services are CA State Standards-aligned and the teachers will consistently assess students' progress towards the state standards with standardized benchmark assessments, Smarter Balanced Interim Assessments, and with programmatic assessments to inform and modify instruction as necessary so the needs of all English Learners are met. Equally important, the students in need of additional assistance will be provided after-school intervention tutoring services. Students at the high school will use Odesseyware program for credit recovery opportunities.

Teachers will meet in monthly grade level collaboration meetings for the purposes of academic achievement data analysis, collaborative planning for designated English Language development, orchestrating differentiated instruction for ELs, and for developing other academic interventions for English Learners. The ELD teacher and the ELD coach/coordinator will also meet with individual teachers to discuss English Learners, their progress, and to develop customized strategy to address the individual needs of their students. At the end of the academic year teachers and the leadership will evaluate the effectiveness of the overall impact of the Quality Teaching for English Learners strategy based on the ELPAC, SBA, IReady, and classroom assessment data.

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:

In 2019-2020 EUSD will offer a new Career Technical Education (CTE) course in digital photography to create a sequence with already existing publications course. The course work will focus on digital artistic products and their application to an industry/commercial environment. This learning sequence will be open to all of the high school youngsters and will allow students to acquire skills and knowledge in a project-based environment to be better prepared for college and career. The skills and knowledge will be demonstrated in both the educational and work based setting. The District will purchase digital cameras for students to use in this CTE course with Title IV funding.

Additionally, the District is committed to offering a variety of well-rounded elective educational opportunities for our students. In 2019-2020 Emery Secondary School will offer three art courses, three music courses, a digital photography course, and four Advanced Placement courses, all open to all students. Some of the Title IV funds will be used for materials to support our elective courses for the secondary grades.