

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

LEA Name

Farmerville Unified School District

CDS Code:

54 75325 0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

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.

(Data Process)

The Farmersville Unified School District has established four broad goals and strategies in the 2019-2020 Local Control Accountability Plan (LCAP) to address closing the achievement gap for English Learners and low income students. These summarized strategies include Goal 1: Increase student achievement for all students and subgroups in ELA, ELD and math; Goal 2: Provide a clean, healthy, orderly, physically, and emotionally safe environment in which to engage students in their learning and reach their full potential; Goal 3: Increase the level of engagement by parents, family, and community in the education of their children; Goal 4: Every student will graduate with 21st century skills and a broad course of study for high school success and/ or a college preparatory curriculum. The district utilizes federal funds to supplement and enhance achievement of the districts' LCAP goals.

The rationale for selecting these priorities resulted from examination of student performance indicators on the CA School Dashboard. The 2018 CA School Dashboard results indicated that all students performed in the lowest performance band (Red) in mathematics and College / Career. In addition, the district's socioeconomically disadvantaged subgroup also performed in Red for mathematics and College/ Career as measured by the CA Dashboard in 2018. The district's English Learner subgroup performance indicators were Orange for English Language Arts, Red for mathematics, and Red for College / Career as measured by the CA School Dashboard in 2018. The 2018 CA School Dashboard results for English Learner subgroup included Red performance indicator in mathematics and College and Career, and Orange in English Language Arts, resulted in the district being identified by the California Department of Education for required Differentiated Assistance support by the Tulare County Office of Education.

As a result of a review of the district's CA School Dashboard performance indicator results, the district identified four broad LCAP goals. The LCAP goals also include strategic actions, services, and resources to address local priorities for high need students (unduplicated students), and are aligned with state and federal priorities. The district utilizes federal funds (Title I, II, III, and IV) to supplement and enhance achievement of the districts' LCAP local priorities.

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 aligns federal funds to supplement and enhance attainment of the LCAP four broad goals and strategies for closing the achievement gap for English Learners and low income students. The district's Single Plan for Student Achievement (SPSA) school plans are aligned with the LCAP four broad goals and strategies. SPSA and all state and federal funding resources are approved by the Board of Education, and there is a rigorous district approval process for ensuring alignment of the SPSA objectives to district LCAP goals. District administrative staff provides oversight for ensuring that LCAP local priorities and activities meet state and federal program requirements.

The district's four broad LCAP goals are supplemented and aligned with state and federal funding program requirements in each goal area listed below:

Goal 1: Increase student achievement for all students and subgroups in ELA, ELD and math - Title III funds are utilized to contract with the Tulare County Office of Education consultants to provide ELD teacher professional development strategies for teachers to support English Learners and to increase their achievement on state CAASPP and ELPAC assessments. Classroom language acquisition programs and supplemental classroom resources are also provided to support English Learner students. Additionally, Title III Immigrant funds are utilized to provide literacy resources for qualified students and their families. Title I funds are utilized to contract with the Tulare County Office of Education consultants to provide teacher professional development on the Common Core math strategies and increase student achievement on the CAASPP Math assessment. Title I funds are utilized to provide Illuminate assessment resources and assessment training for teachers to align benchmark assessments to ELA and math standards. Illuminate benchmark assessment data are utilized to identify low performing students and to align intervention support systems for students not achieving ELA and math standards. LCAP funds are used to provide standards-based supplemental materials and resources to support the achievement of the standards. Title I funds are also used to provide language instruction for English Learners by providing supplemental instructional materials and individualized Imagine Learning digital language and literacy software support for students. LCAP funds also provide student intervention resources for students who are not meeting the state standards.

Goal 2: Provide a clean, healthy, orderly, physically, and emotionally safe environment in which to engage students in their learning to reach their full potential - Title IV funds are utilized to provide counselor and teacher professional development in the area of social emotional strategies. Implementation a districtwide Second Step / PBIS curriculum to reduce negative behaviors and suspension rates for high needs students. Title II funds also provide professional development training for teachers that address the Common Core State Standards and the Next Generation Science Standards. Title II funds are utilized for administrators and academic coaches training on Multi-Tiered Intervention Systems of Support to both implement academic and social-emotional student interventions. LCAP funds provide additional school safety funding to support school counselors at every school.

Goal 3: Increase the level of engagement by parents, family, and community in the education of their children- Title I funds are utilized to provide researched based parent engagement programs. Parent engagement programs include contracting with Jump-Into- English ESL classes for parents and nine-week Parent Institute for Quality Engagement strategies for parents to assist their students in the learning process. LCAP funds are used to fund adult education ESL classes for parents to improve parent literacy and parent engagement. .

Goal 4: Every student will graduate with 21st century skills and a broad course of study for high school success and/ or a college preparatory curriculum -Title I funds are utilized to increase AVID curriculum and resources to improve college / career access and to develop 21st Century learning skills for students. Title IV and Low Performing Student Grant Program funds are used to provide summer STEM education program and enrichment opportunities for low performing students. LCAP / Title I / and Title III funds provide a broad course of study supplemental funding for Dual Language, Dual Enrollment, Career Technical Education, and GATE / Honors bridge programs to ensure English Learners and low income students have equal access to a broad course of study.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district process for engaging stakeholders in the review of student performance data included the District Advisory Committee which is our district LCAP Committee comprised of representative stakeholders (parents, teachers, administrators, paraprofessionals, and community members). Student performance data was reviewed in the monthly meetings and comparison of results over a three-year period was provided and disaggregated by subgroups and grade-level. Data protocols were provided for discussion purposes and based on data review findings. Specific actions/ services were identified and included as part of the LCAP document development. Additional input was provided by the District English Learner Advisory Committee, Community Forums, and community and staff survey data.

The district conducted an extensive review of student performance data to identify any disparities that result for low-income and minority students being taught at higher rates than other students taught by ineffective, inexperienced, or out-of-field teachers. The district review of student performance data consisted of a review of student CAASPP test scores 2016-2018), 2017 & 2018 CA School Dashboard subgroup results, ELPAC scores, College and Career indicators, and 2016-2018 disciplinary student data. The district also utilized the California Equity Data under ESSA which included Data Quest reports on enrollment, Free or Reduced Meals, minority students (by ethnicity), Teacher Workforce data on "Ineffective / Inexperienced / Out of Field Teacher data. Each of the student data sets were disaggregated by students who were taught by ineffective, inexperienced, and out-of-field teachers. The student data group was then compared to students not taught by these teachers to identify disparities in student performance. The definition of ineffective teachers are teachers who are assigned to the Peer Assistance Review (PAR) program based on a needs improvement or unsatisfactory performance and are assigned to a County PAR program for improvement. The definition of inexperienced teacher are teachers with two years or less of teaching experience and are assigned to the Teacher Induction Program (TIP). The definition of an out-of-field teacher are teachers who have been assigned a Provisional Intern Permit (PIP) and have one-year to complete coursework to earn credentialing certification.

The extensive teacher and student data review did not demonstrate significant disparities in student performance that resulted for low income or minority students who were taught by ineffective, in-experienced, or out-of-field teachers as compared to other students. The six guiding questions during the data analysis included the following: 1) Are low-income students taught at higher rates than other students taught by ineffective teachers? No. 2) Are minority students taught at higher rates than other students taught by ineffective teachers? No. 3) Are low-income students taught at higher rates than other students taught by inexperienced teachers? No. 4) Are minority students taught at higher rates than other students taught by inexperienced teachers? No. 5) Are low-income students taught at higher rates than other students taught by out-of-field teachers? No. 6) Are minority students taught at higher rates than other students taught by out-of-field teachers? No.

The data analysis findings indicate no significant disparities in student performance that resulted between the two comparison groups. Overall the district data review revealed that the majority of students districtwide are both low-income and minority (Hispanic) resulting in a homogeneous grouping. The teacher assigned to these students was not a factor and did not demonstrate any significant achievement disparities or equity gaps on student performance results. The district data revealed that a significant number of students are English Learners or Re-designated English Learners (RFEP) and low income students. The district established in the LCAP goal addressed Priority 1 and included several actions/ services for addressing the achievement gaps in student performance for English Learners and low income students (unduplicated students). However, educator equity was not a factor in student performance results.

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 Parent and Family Engagement written policy was developed jointly with parent representatives from School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and LCAP Parent Advisory Committees. The process involved parents selecting the priorities for effective parent engagement, identification of district and school parent support resources, and agreement on the final policy. Once finalized, the written Parent and Family Engagement Policy was mailed home to all parents in both English and Spanish. The policy is included as part of our annual parent / student handbook and all parents must sign that they have received and understand the Parent and Family Engagement policy yearly.

The district provides assistance and resources to increase parent understanding of the following topics:

- Challenging State Academic Standards – the LCAP plan specifies that all schools are required to conduct Common Core State Standards (CCSS) information nights for parents. The purpose of these CCSS events is to increase parent understanding of the CCSS and how to use this information to assist their children in the learning process.
- State and local academic assessments – parents are provided with school and district updates regarding the academic progress of their students on state and local assessments. These include yearly SBAC performance score reports in ELA and math, report cards, progress reports, and quarterly parent-teacher conferences that provide parents with standards-based student progress updates and resources on how to assist their students academically at home.
- Monitoring student progress - parents are provided with parent portal access and training on the district student information system, and information on how to monitor their student's academic progress online. Parent communication includes utilizing the parent portal, teacher email communication, mail, and Blackboard Connect telephone calls, and parent-teacher conferences. Parent engagement workshops provide parents with resources on how to work with educators on student academic and behavior needs, and the types of intervention and counseling services available in the school and district.
- The district provides districtwide parent engagement materials and training to help parents to work with their children. The district contracts with Jump-Into-English, Parent Institute for Quality Education (PIQE), and University of California Merced Parent Empowerment Program (PEP) to coordinate parent engagement workshops. These parent engagement workshops provide parents with materials and resources on how to work with their children and educators regarding the following topics: A-G and graduation requirements, ESL classes, college admission requirements, literacy, STEM, and family counseling services. Additionally, schools provide parents with materials to assist their children in the learning process. These materials and training include counseling services, college financial aid and scholarship nights, college recruitment and college visits, family literacy nights, Common Core State Standards events.
- Parent information nights include - parent portal technology nights, literacy and copyright piracy policies, and quarterly parent-teacher conference nights.
- District and school administrators are required to educate teachers, specialized instructional support personnel, principals, and other school staff regarding the value of parent engagement and parent communication. LCAP funds provide each school with a bilingual Community Liaison who provide parent outreach services for the school. Community liaisons provide a variety of parent outreach services for parents. These services include parent training utilizing the "Leaders for Change" curriculum, provide parent telephone calls and attend teacher-parent conferences, provide outreach referral services, and assist with home visits. Principals, counselors, teachers, and school support staff host technology, family literacy, CCSS parent events. Teachers communicate with parents directly during quarterly parent-teacher conferences. School counselors meet with parents to review academic and social-emotional student progress and provide outreach counseling services.

LCAP and Title I program funds are utilized to coordinate parent involvement programs and preschool programs to encourage parent involvement in the education for their children. The district contracts with researched-based parent engagement program experts to provide parent engagement supplemental services as part of federal and state program compliance and district LCAP goals. Title I funds are used to contract with Save the Children preschool program. The district co-funds the Save the Children Coordinator position that provides home-based early literacy skills for preschool children. Additionally, the Save the Children preschool program provides parents with books, literacy skills, and parent education skills to engage with their preschool children. Bilingual community liaisons at each school provide parents with a staff member whose role is to advocate for parents at the school, communicate concerns to the school, and provide parent resources to address student and family needs.

The district provides all parent information and communication in written, oral, telephone, and parent portal in both English and Spanish. Parent engagement programs and parent meetings are conducted in both English and Spanish. Translators and child-care services are provided for parents to access the information and attend SSC, ELAC, DELAC, LCAP, and District Advisory meetings. Additionally, parent meeting agendas and materials are also provided in both English and Spanish. During these meetings, parents can request additional parent resources or services as part of the district Parent and Family Engagement Policy. Parent / Community Forums are held yearly at each school where parents may request

additional district parent education services and information. Parent requests for additional services are reviewed by the school or district committee and prioritized based on funding resources available. Guest speakers and program experts may be invited into these meetings to provide parent presentations, facilitate a specific topic discussion, or provide additional follow up resources for parents.

The district sends out yearly Title I parent engagement surveys in English and Spanish to all parents and are available to parents during Back-to-School and Open House events. Title I parent surveys are reviewed each year as part of the CA School Dashboard Local Indicators for parent engagement and updated yearly for the Board and on the CDE public web page. Title I parent survey data results are disaggregated and compared to the previous year survey results. Parent engagement results are discussed, areas for improvement are developed with SSC, ELAC, DELAC, and LCAP parent committees input. These improvement areas are included in the update of LCAP and annual Title I report presented to the Board of Education. Specific action strategies are developed to address parent engagement improvement areas and the LCAP District Committee provides oversight for parent engagement improvement.

District parent education services for Migrant Education are provided in both English and Spanish by the Tulare County Office of Education for identified students and their families. These services include parent education workshops and services for assisting their students in the learning process, school readiness program, monitoring student progress, after school support, summer school, preschool services, community and family outreach services information, and supplemental field-trips and transportation provided.

The district's DELAC Committee also provides parent engagement and information regarding English Learner progress and resources to support literacy for students and parents. The DELAC Committee meets throughout the school year and provides oversight for the district's Master Plan for English Learners.

Parent services are provided for Special Education students and for family members to participate in their children's education. Parents participate in Individualized Education Program (IEP) meetings and documents are provided to parents in both English and Spanish. IEP plans address the unique academic, health, and social-emotional needs of students with disabilities. Academic progress updates are provided for each student and explained to parents in both English and Spanish during IEP meetings. Parents receive additional quarterly progress updates during parent-teacher conferences.

The district is also part of the College of Sequoias Adult Education Consortium which provides adult education services for parents. These services include English-as-a-Second Language (ESL), citizenship, and technology literacy classes for our parents.

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:

Not Applicable

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 utilizes Title I funds to provide homeless youth services for students and families in need. These budgeted services include basic student services (clothing, free and reduced lunch program, transportation, academic and counseling support) and family referrals for county services. The Tulare County Office of Education provides yearly homeless youth education training for school and district staff. Homeless youth training includes identification and documentation, family services, and academic support. School registrars are trained on how identify and document homeless youth during the enrollment process and school year. The district's Homeless Liaison provides training for staff and serves as the County liaison for accessing family services for homeless youth including temporary housing, bus passes, medical services, County and United Way support services. Counselors are trained on how to provide academic and attendance support for homeless youth. This includes working directly with school and district staff to ensure homeless youth services are being provided which include academic support/ tutoring, counseling services, free and reduced lunch program, after school programs, and access to summer programs. The district subgroup for homeless youth did not meet the minimum number of students to qualify for a subgroup performance indicator for the 2018 CA School Dashboard. However, our homeless youth success data from 2018-2019 reveals that half of these students identified completed the school year with five days or less total absences, and maintained a cumulative grade point average of 2.0 or above for all homeless youth.

Student Transitions

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

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

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I funds are utilized to provide for early childhood education programs to assist preschool students with the transition to school. The district co-funds a Save the Children Coordinator position as part of a partnership with Save the Children home-based preschool program. Save the Children provides for home-based preschool program that includes Early Steps to Success education program that works with children and families in rural areas. The goals of Early Steps is to provide children with the necessary skills for entering school; provide parents with the skills and knowledge to be their child's first teacher; increase home-to-school connections to assist students for a smooth transition to school. Save the Children serves our youngest children which include children from 12 months to grade age 3. The district also provides a preschool program and Title I funding is used to supplement and expand preschool hours. Students are assessed for Transitional Kindergarten readiness based on preschool curriculum objectives.

The Tulare Office of Education provides Head Start and Migrant Education preschool programs at elementary schools. The County Head Start program provides preschool education services to ensure students have the necessary skills to enter Transitional Kindergarten. The County Head Start curriculum aligns with state standards and prepares students for early literacy Kindergarten ELA standards. The TCOE Migrant Education program provides bi-literacy education programs for preschool students and parents qualifying for migrant education services. Migrant Education services provides migrant preschool students with a School Readiness program, parent involvement opportunities to participate in their child learning, summer school enrichment services, and articulation with elementary school programs each year.

The district supports a Transitional Kindergarten program (TK1 and TK2) that prepares students for a successful transition to kindergarten. The district's Transitional Kindergarten program has aligned TK curriculum to the CA State Common Core Kindergarten Standards for ELA, (reading) and math. Literacy skills are assessed after each unit of instruction and parents are provided with assessment results every trimester during parent conference weeks. Teachers receive extensive English Language Development (ELD) professional development and teachers collaborate weekly on ELD student strategies focused on pre-literacy skill development. Students needing additional literacy support are provided with additional services during the school day, after school program support, and summer school.

The district has vertically aligned the junior high and high school programs to ensure students successfully transition from junior high school to high school. Farmersville Junior High School has implemented ELA and math honors programs to align with high school honors programs. A new math sequence is being implemented that prepares students for participation in an advanced integrated math pathway. Students who participate in the junior high school advanced integrated math pathway will acquire the math skills to effectively transition to higher level Integrated and Advanced Placement math courses at the high school. Students in grades 6-8 are being assessed with diagnostic assessments (UC Math Diagnostic Test Placement and ELA Summative Assessment) to determine their appropriate skill level and placement in both junior high and high school courses. Students who need additional academic skill support exiting junior high school receive math intervention services and enrichment services in summer school. A Spanish language program has been added to the junior high school. Upon Spanish 1 course completion, junior high school students are assessed and placed in higher level World Language courses at the high school to meet A-G course requirements. Students at the junior high school are provided with an 8th grade invasion day peer mentor program that allow students to visit and receive mentor opportunities at the high school campus.

Farmersville Junior High School is only one of six Future Farmers of America (FFA) junior high school programs in the state to implement an FFA agricultural-science Career Technical Education (CTE) program. The junior high school agricultural-science program aligns to the high school FFA agricultural-science certified pathway. Additional junior high school college and career pathways include media, STEM, and AVID. Current junior high school college and career programs align with high school college and career programs. Farmersville Junior High School also provides students and their families with college and career events. Student participation in these college and career events facilitates effective student transition to high school and post-secondary employment exploration. Parents are provided with college days / night events to provide college information for students and parents.

Farmersville High School offers a wide variety of college and career programs to assist students with effective transition to post-secondary success. The district continues to vertically align high school Career Technical Education (CTE) programs with the junior high school CTE programs as future CTE pathways are in the planning stages of development. High school CTE pathways include Agricultural-Science, Ornamental Horticulture, Animal Science, Welding, Production and Arts, Visual and Commercial Design, Game Design, and Public Safety pathway. These CTE pathways provide students with job employment skills, certifications, and post-secondary employment opportunities. Local business partnerships have been established with the high school and have enhanced student employment opportunities and student certification. Students are employed or placed in internship programs as they matriculate to college certification programs. The high school also prepares students for post-secondary opportunities by hosting career fairs, job-based career speakers, and providing job shadowing experiences.

The high school has developed a college going culture and provides a variety of college preparation programs and services to support college and career readiness for students. College programs developed at the high school are

designed promote college access include University of California TRIO program, UC Merced Talent Search, and AVID. Students and parents participate in college visits and college events. Parents and students are provided with college workshops that include college application night, financial aid, and scholarship presentations. SAT preparation workshops are provided for students preparing for the SAT test and PSAT tests. School counselors meet with students at each grade level to provide a transcript review of A-G course completion and provide interventions, college resources, and services. School counselors administer college inventory career surveys to students and students use this information to research college programs that specialize in the fields aligned to student interests. The district is piloting the College and Career Guidance Initiative (CCGI) which is a data sharing agreement with the California Community College system to provide student college data and resources for students and parents for increasing college admission. The CCGI initiative is being piloted for the 2019-2020 school year.

The district implemented Dual Enrollment courses at the high school in partnership with the College of the Sequoias and West Hills College during the 2018-2019 school year. Dual enrollment college credit courses in English and CTE courses including college placement assessments were offered to high school students this school year. During the 2019-2020 school year, the Dual Enrollment courses will be expanded to include Career Technical Education (CTE) certification classes to provide extended vertical articulation of district CTE programs. Concurrent CTE enrollment opportunities will continue to expand for students as the district has an ongoing partnership with the College of Sequoias and West Hills College and the Tulare County Office of Education / Tulare Kings Collaborative to implement the K-12 Strong Workforce Grant CTE courses for the 2019-2020 school year.

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:

During the 2017-2019 school year, the district implemented a new Gifted and Talented Education (GATE) program for students in grades 1-5 to serve identified student needs. Students are identified for the GATE program using multiple assessment measures at each grade level. This includes students who meet or exceed grade-level standards in ELA, Math, and Reading; score 80% or above in ELA and Math district benchmark assessments; score level 3-4 on California English Language Development Test CELDT / ELPAC assessments; and maintain positive attendance and behavior. Students are required to meet three-out of the four district GATE identification requirements to participate in the voluntary GATE program. Students who meet GATE identification criteria are provided with a summer school enrichment program that provides students with a rigorous project-based curriculum. During the school year, GATE identified students were provided with supplemental instruction that includes project-based instruction and projects designed for deeper classroom learning experiences either during the school day or after school. All GATE students are required to complete a GATE showcase project based on a district scoring rubric for the GATE showcase event. The district also supports GATE identified students in grade 6 in preparation for honors math and ELA to support their transition to the junior high school honors program. Students in grade 6 are provided with access to an advanced math pathway based on multiple measures which include Math Diagnostic Test for Placement (MDTP), score 80% or more on district math benchmark, student grades, and teacher recommendation. An advanced Honors pathway for ELA and math were piloted for students in grades 7-8 were piloted this school year. Students identified for grades 7-9 honors programs in math and ELA are also provided with a 3-week summer enrichment skills program in preparation for junior high school and high school honors programs.

The district provides Title I and LCAP funding to support school library programs and provide students with an opportunity to develop digital literacy skills and improve academic achievement. Title I funds are used to provide supplemental instructional materials to support student literacy in our school libraries. A districtwide Renaissance STAR / Accelerated Reader (AR) program was implemented to improve student literacy and these materials are located in our school libraries. Students were provided with a STAR assessment to determine their baseline reading level. Accelerated Reader supplemental reading books were purchased for all school libraries and students researched books based on their reading levels and interests. Once students complete their assigned AR reading book, they are required to complete an online comprehension assessment in the library. Teachers have established STAR/ AR reading goals for each student and provide student incentives for each student to achieve their individual reading goals. The district utilizes LCAP funds to fund the school Library Technician position at each school. The Library Technician position provides students and parents with daily access to the school library programs and services. Library Technicians are provided with professional development support and access to the monthly multimedia County Network. Extended library hours are also provided at schools and funded out of Title I funds. Title I funds are used to purchase additional technology devices (computers) to support multimedia resources and digital access for students. School library digital resources include Educational Resources Services (ERS) Multimedia portal, access to educational resource materials including digital media resources, core extended literature in English and Spanish, fiction informational text, small group and classroom multimedia kits, video streaming, research, and reference print media. Teachers also coordinate the use of library resources to supplement classroom instruction to improve academic achievement. Teachers collaborate with the Librarian Technician to support research projects and reference materials aligned to the CA State Common Core Standards. These include providing student resources for science research projects, literature and novels to supplement writing projects, and research based projects.

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:

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

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:

NA

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:

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:

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:

Parent and Family Involvement

ESSA SECTION 1423(8)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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:

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:

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:

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:

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's system of professional growth and improvement includes induction for teachers, principals, or other school leaders and provides additional opportunities for building teacher leadership capacity. The district utilizes Quality Professional Learning Standards (QPLS) as a framework for professional learning. QPLS standards include seven interdependent professional learning standards to promote quality teacher learning and development districtwide. District wide professional learning objectives which are updated yearly are aligned to Local Control and Accountability Plan (LCAP) objectives. LCAP professional learning objectives are aligned to student needs and provide for strategic coherence of district learning objectives, monitoring, and assessment of professional learning outcomes. District professional learning surveys are conducted yearly and the data is analyzed by the district Curriculum Counsel and LCAP committees, and recommendations for improvement are based on the survey data and updated as part of the LCAP development process. The district implements the following QPLS professional learning standards districtwide: 1) Data - using varied sources of data to guide priorities, design, and assessments, 2) Content and Pedagogy - quality professional learning enhances educator expertise and student learning, 3) Equity - focus on equitable access, opportunities, and outcomes for all students while addressing achievement and opportunity disparities between student groups, 4) Design and Structure - using evidence-based approaches that enable educators to acquire, implement, and assess improved practice, 5) Collaboration and Shared Accountability - quality professional learning facilitates a shared purpose for student learning and collective responsibility for achieving it, 6) Resources - dedicated resources that are adequate, accessible, and allocated towards district priorities and outcomes, and 7) Alignment and Coherence - a coherent system of educator learning and support that connects district and school needs with state and federal requirements and resources. The vehicle that is utilized to implement QPLS professional learning standards, continuous improvement, and high expectations are Professional Learning Communities (PLC). District wide PLC structures and processes are utilized to provide an ongoing process for educators to work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for students. PLC training is currently being provided to teachers, principals, and other leaders districtwide and serves as the district vehicle for professional learning and for developing the collective capacity of all educators.

Additional induction for teachers includes the district's focus on the California Standards for the Teaching Profession (CSTP) standards. CSTP standards are used to provide continuous instructional pedagogy improvement and lesson design focus to improve how content is delivered to students. Teachers are provided annual classroom feedback for growth during the formal evaluation process with principals and through informal co-teaching observations with Academic Coaches and County consultants. The Teacher Induction Program (TIP) provides opportunities for new teacher induction and professional growth. Title II funds are used to provide Teacher Induction Program (TIP) teacher induction services provided by the Tulare County Office of Education. The TCOE Teacher Induction Program provides new teachers with professional development opportunities designed to support them in meeting the induction requirements for their professional credential. This includes providing a two-year individualized job-embedded system of mentoring with veteran district teachers, ongoing support and professional learning, provides records and feedback on candidate progress, and provides reporting for the California Commission on Teacher Credentialing. Title II and LCAP resources are also utilized to support teachers for professional learning which includes job-embedded training with Tulare County Office of Education consultants in ELA, ELD, math, science, and PLC development. Teachers are provided with opportunities to attend workshops, conferences, standards-based and content specific training, college and career readiness training, and other PLC collaborations based on districtwide LCAP instructional initiative. These PLC collaborations include developing curriculum pacing guides, lesson observations and instructional coaching, classroom assessments, grade-level and content alignment of instruction to the California Common Core State Standards, and RTI / MTSS objectives. Teacher advancement opportunities include employment as (TIP) teacher mentors, academic coach positions, and Teachers on Special Assignment (TOSA) district coordinator positions.

Additional induction and professional learning support for principals includes an evaluation system of two-consecutive years of formal standards-based evaluation feedback for new principals and an informal principal mentoring program. The formal evaluation process includes a recent transition to the California Professional Standards for Educational Leaders (CPSEL) that provides feedback to principals on the 6 CPSEL Standards. The CPSEL leadership standards include Standard 1 - Development and implementation of shared vision, Standard 2 - Instructional leadership, Standard 3 - Management and learning environment, Standard 4 - Family and Community engagement, Standard 5 - Ethics and Integrity, and Standard 6 - External context and policy. Additionally, new principals are assigned a mentor principal to provide additional support and feedback. All principals are provided with additional district leadership support which include monthly leadership and learning training provided the Tulare County Office of Education. Additionally, principals are provided with MTSS / Professional Learning Communities Institute training. Additional district leadership training and resources are provided for principals in the areas of school leadership including: data analysis, assessment , English Learners, Common Core State Standards, school safety, and instructional pedagogy and lesson design for continuous improvement. Principal advancement opportunities include placement in principal leadership positions at elementary upper grades, junior high school, senior high school, alternative education, and district positions.

Other school and district leadership" positions include coordinators, directors, assistant principals academic coaches, and counselors are provided with professional learning opportunities and mentoring support. The district provides professional learning opportunities and PLC collaboration time for school leaders to learn new skills and receive leadership support.

"Other school leaders" receive additional district professional development support for continuous improvement on data analysis and instructional pedagogy, assessment, and Common Core State Standards, National Counseling Standards, RTI, and supporting English Learners. Other school leaders participate in annual professional development surveys and participate on the district LCAP Committee to review student data and provide feedback to the district for areas of improvement. District staff provides other school and district leaders with resources for professional learning objectives and aligns growth areas to district priorities based on student needs as part of the annual LCAP development process.

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 prioritizes Title II funding to provide comprehensive educator support and activities that strategically target district wide improvement. The district's process for prioritizing Title II funding is included as part of LCAP development process and the Differentiated Assistance process. During the 2017-2018 school year, the district was placed under the Differentiated Assistance process as a result of our Socioeconomically Disadvantaged (SES or low income) student subgroup performance indicator was Red (lowest performance) on three of the CA School Dashboard criteria. As a result, the district was required to participate in Differentiated Assistance process with the Tulare County Office of Education. This process included an analysis of the CA School Dashboard and local data, identification of strengths, and weaknesses by the use of evidenced-based tools, and a consideration of effective programs connected to the District's goals within the LCAP. The Differentiated Assistance process aligns with the intent of the Local Control Funding Formula legislation, which encourages capacity-building, focuses strengthening systems, and support for continuous improvement. A representative district stakeholder committee participated in the monthly LCAP development and Differentiated Assistance process which included teachers, principals, other school leaders, parents, paraprofessionals, and community partners. Both processes required extensive analysis of student and staff performance data to determine the "root cause" of our socioeconomically disadvantaged students (SES) subgroup low performance. This included an in-depth analysis of CAASPP student assessment results, ELPAC student assessment results, chronic attendance rates, suspension rates, teacher certification, professional learning survey results, student grades, and college and career indicators. The data findings revealed a need to continue to focus on the LCAP Goal 1 that provided actions, services, and funding to meet the needs of our SES students in ELD, ELA /math. During the LCAP development process the district aligned with the results of Differentiated Assistance process and validated strategic efforts to prioritize actions, services, and funding resources for our low income or SES students. The district's LCAP plan is updated yearly and specific goals, actions, and services were developed to strategically close the achievement for these students. District schools are required to align their Single Plan for Student Achievement to the district LCAP plan. This process requires a review of Title II funding resources to determine the adequacy of funding for each school to provide comprehensive support and improvement activities, as a result Title II funds may be adjusted to meet LCAP targeted priorities. Title II funds were used to support teachers to increase student literacy, ELA and math, (TIP) teacher induction program funding, conduct teacher and principal training on data analysis, alignment of instructional strategies to the Common Core State Standards (CCSS) / NGSS, alignment of curriculum guides to the CCSS, development of interim benchmark assessments to monitor student progress on the standards.

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 annually uses a variety of student and staff data sources to identify needs and improve professional development. The district utilizes the LCAP document development and update process to review student and staff data. This data includes both student and staff summative and formative data to review district progress towards LCAP objectives. The district LCAP Committee which is comprised of representative stakeholders teachers, counselors, principals, paraprofessionals, specialized instructional support staff, parents, community members, and outside partnership representatives meets monthly to review district data and progress towards meeting districtwide learning objectives. The LCAP data review process includes data review and analysis protocols to ensure objective review of the data. The types of data reviewed by the LCAP Committee includes standards-based professional development survey data, CAASPP student performance data, college and career indicators, student attendance and behavior data, student failure rates, interim assessment data, English Learner data, community partnership data (child abuse, poverty etc.), and Title I parent surveys and parent participation data. The staff data examines the teacher workforce data which includes the number of teachers who are out-of-field, inexperienced, and the ethnic breakdown of the teaching staff. The LCAP Committee provides recommendations for improvement based on the student and staff data. Linking student outcomes in the LCAP to staff professional learning outcomes provides a coherent focus and accountability for improvement. LCAP goals, actions, and resources are developed for professional learning and are linked to student outcomes and are shared with all stakeholder groups. Professional learning data and student outcome data is formative and individual stakeholder groups are provided with updates for monitoring purposes. Based on the data, feedback and adjustments can be made to address deficient areas.

Additionally, individual stakeholder groups review progress data as part of their monthly PLC collaboration meetings. This includes Curriculum Counsel which includes teacher leaders, management meetings, principal, counselor meetings, paraprofessionals meetings, DELAC parent meetings, and community forums. Stakeholder feedback and needs assessments are taken from these collaborative group meetings and provided for district LCAP Committee meetings for further discussion or action needed.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III funds are utilized by the district to hire county English Language Development (ELD) consultants to provide districtwide language instruction during late start days for teachers, academic coaches, and administrators. As part of a three-year literacy partnership, the district has partnered with the Tulare County Office of Education (TCOE) ELD consultants to provide language instruction professional development for teachers, academic coaches, and administrators during weekly late start days. Late start mornings allow for TCOE / ELD consultants to meet with teachers, academic coaches, and administrators to provide language instruction training on ELD instructional strategies. During the late start day, teachers, academic coaches and principals partner with TCOE / ELD consultants to observe teachers using ELD strategies in the classrooms using a teach and co-teach model. During class time, TCOE / ELD consultants model the ELD instructional strategy learned in the morning session, followed by teachers implementing the ELD instructional strategy with students in the classroom, coaching feedback is provided by TCOE / ELD consultants to the teacher. Academic coaches and administrators receive classroom observation and coaching training on how to provide effective ELD classroom feedback for teachers from TCOE/ ELD consultants. Additional Title III funds are provided for teachers who need additional support to attend full day TCOE/ ELD language instruction. The objective for the district is to increase language support for English Learners and to ensure that these students have the same access to the same challenging state standards as other students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district continues to utilize Title III Immigrant funding to provide language instruction services for identified immigrant students and families. All teachers of English Learners receive language instruction provided by the Tulare County Office of Education ELD consultants. Identified Immigrant students are provided with additional after school support for language instruction to ensure that these students can access the state standards. Spanish supplemental reading books and materials are purchased and available in classrooms to assist immigrant students in their learning. Family literacy events are coordinated district wide to target English Learners and identified Immigrant students and their families. District wide literacy events provide families with ESL class information, provide community literacy resources for families, provide Spanish books and materials for students and their families, and provide parent sign ups for the Parent Institute for Quality Education (PIQE) literacy sessions.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Along with providing targeted ELD language instruction for all English Learners, the district is currently in the developmental stage for implementation of a Dual Language (DL) program for the 2019-2020 school year. The district rationale for the selection of the dual language program was based on the need to close the achievement gap for English Learners. The district analyzed English Learner data and determined that the achievement gap for English Learner students continues to widen in comparison to English only students. Current language instruction research shows that transitional English only programs only close half the achievement gap between English Learners and native English speakers, while high quality long-term bilingual programs close all of the achievement gap after 5-6 years of schooling. 2018-2019 language instruction activities have included the utilization of Title III funds to develop a DL program which included the following: develop a Board approved Dual Language Master Plan, provide DL teacher professional development, research and purchase DL materials and supplies, hosting parent meetings to help parents understand the benefits of a DL program, and conduct language assessments for incoming DL students.

Guided reading strategies is also being expanded across the district to ensure that language instruction continues to be a focus for meeting the literacy needs of English Learners. The district has identified a need to implement consistent guided reading strategies at all schools. A districtwide guided reading strategy has been developed to achieve this objective including professional development, instructional materials and resources will be provided for classrooms for the 2019-2020 school year.

The district contracts with Imagine Learning software to provide supplemental individualized language and literacy support for English Learner students. Students are provided with 30 minutes of individualized classroom language and literacy support using Imagine Learning interactive digital software. Teachers monitor progress by uploading Imagine Learning weekly student assessments to determine each student's language and literacy needs. Teachers use the data to develop and implement instruction focused on student language and literacy gaps. Parents are also provided with access to monitor student progress. District wide progress is monitored by the district English Learner Coordinator and follow up data dives meetings for each school.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Along with providing targeted ELD language instruction for all English Learners, the district is currently in the developmental stage for implementation of a Dual Language (DL) program for the 2019-2020 school year. The district rationale for the selection of the dual language program was based on the need to close the achievement gap for English Learners. The district analyzed English Learner data and determined that the achievement gap for English Learner students continues to widen in comparison to English only students. Current language instruction research shows that transitional English only programs only close half the achievement gap between English Learners and native English speakers, while high quality long-term bilingual programs close all of the achievement gap after 5-6 years of schooling. 2018-2019 language instruction activities have included the utilization of Title III funds to develop a DL program which included the following: develop a Board approved Dual Language Master Plan, provide DL teacher professional development, research and purchase DL materials and supplies, hosting parent meetings to help parents understand the benefits of a DL program, and conduct language assessments for incoming DL students.

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TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district conducted an analysis of student behavior (suspension, student discipline, expulsion) data which indicated a need to reduce negative student behaviors in schools. The CA School Dashboard The district utilized Title IV funding during the 2018-2019 school year to develop a partnership with Turning Point of Central California Inc. to provide substance abuse and anger management prevention counseling services for students. Turning Point provides supplemental youth prevention counseling services for school districts across Tulare County. Turning Point's student assistance programs meet the safe and healthy students criteria by providing school-based mental health services and counseling services for students and families. Turning Point is a referral based counseling program that provides both individual and group counseling services, curriculum, and activities approved by Safe and Drug Free Schools Program. A second Positive Behavioral Interventions Supports (PBIS) was implemented during the 2018-2019 school year to address supporting safe and healthy students and effective use of Title IV funds. The district partnered with the Tulare County Office of Education (TCOE) consultants to provide Tier I PBIS training for school PBIS leadership teams. Tier I PBIS structures were implemented across the district with TCOE consultant assistance as part of the district's larger Multi-Tiered Systems of Support implementation. The district will continue to partner with TCOE to implement Tier II PBIS structures for the 2019-2020 school year. The district will assess the program effectiveness by examining the expected outcome of reducing negative behaviors by 5% including yearly student suspension, student expulsion, and student discipline data.

The district utilized Title IV funds to develop a pilot Science Technology Engineering Mathematics (STEM) summer academy. The summer STEM Academy and activities meet the well-rounded educational opportunities criteria by providing programming to improve instruction and student engagement in STEM and computer science. The summer STEM Academy pilot increases access to these subjects for low income students. Research shows that schools with low income students are systematically under represented in STEM education. In preparation for the summer STEM Academy, the activities included providing Next Generation Science Standards / STEM training for teachers, summer pay for teachers to develop STEM robotics and coding curriculum, and summer pay for teachers to teach the Summer STEM Academy. Students participating in the summer STEM Academy pilot will be assessed using NGSS assessments to determine growth made on the NGSS standards and California Science Test (CAST) assessment results. The district has established a 5% increase for students participating in the summer STEM Academy as measured by CAST. The summer STEM Academy will serve as a pilot program and will be evaluated for expansion as part of the school year program.

The district has been working with the Tulare County Office of Education to develop effective use of technology by providing innovative blended learning experiences in the classroom. The district has developed a cadre of teachers who provide technology support for teachers at each school. The role of these technology teachers has shifted to provide instructional technology support for developing innovative lessons and shifting focus to a blended learning classroom environment. Title IV funding is being utilized to train a cadre of teachers and administrators in partnership with the Tulare County Office of Education (TCOE) Educational Technology consultants. The district's objective is to increase blended learning classroom by 10% each year. The district will assess the effectiveness of creating innovative learning environments by conducting teacher and student yearly survey results to assess the effective use of technology objective to expand blended classrooms districtwide.