

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

LEA Name

Corcoran Joint Unified School District

CDS Code:

16638910000000

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.)

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.

Corcoran Unified School District has worked to align goals, expected outcomes, actions, and funds to support improved performance and growth of its students. We have 3 district LCAP Goals. These are the same goals we use for our School Plan for Student Achievement. They include:

Goal 1: Students will receive a broad and rigorously academic educational program that builds towards college and career readiness. (Priorities 2, 4, 7, & 8)

Goal 2: To ensure the continuing safety of all students and staff by providing a positive, clean, safe, healthy, and nurturing school environment throughout the district. (Priorities 1, 5, & 6)

Goal 3: Support parents, families, and community member's engagement with the education of their child/ren and the students in the Corcoran Unified School District. (Priority 3)

We complete a comprehensive needs assessment each year. Our stakeholders assisted in the analysis of this data, and together we identified several areas of need. Goal 1 includes the implementation of state standards and pupil achievement. The Fall Dashboard is analyzed for results using the ELA and Mathematics indicators. The ELA Fall 2019 Dashboard reflects All Students group in Yellow and had an increase of 8.4 points. All Students group was yellow on the Fall 2019 Dashboard in Mathematics where students increased their status by 18.6 points. Goal 2 of the LCAP is aligned to basic services, safety, and school climate. 100% of our teachers are appropriately assigned and 84% are fully credentialed. All Facilities Inspection Tools (reports) for all school sites were given an Exemplary Rating. 91.2% of Parents feel their students are safe at school. Goal 3 is aligned to parental involvement and engagement. 75.4% of parents feel welcome at sites/district. 91.2 % of families believe there is strong communication between the home and the school. Our greatest areas of need are: ELA, Mathematics, Suspension Rate, and Chronic Absenteeism. We identified actions and services to be funded by supplemental federal funds in support of these key areas.

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.

Corcoran Unified School District (CUSD) aligns the use of all federal funds with resources and services provided by continuously monitoring all expenses across the district through the use of specialized personnel. All programs and services focus on the most effective way to meet the needs of students. CUSD has developed a strategic approach that ensures federal funds are used in ways that match key priorities for schools by maximizing the use of evidence-based data. All data is evaluated across the district and shared with staff. Teachers develop and alter lesson plans according to the specific needs of all students by using a personalized learning approach, as applicable. Programs and services are monitored to see if there is a significant effect on improving student outcomes.

The goals in the schools' School Plan for Student Achievement (SPSA) are aligned to State priorities and the goals in the District's LCAP. Data and the LCAP metrics help to identify targeted areas in need of supplemental support. School sites receiving local control funding formula resources, in particular, supplemental and concentration funds, are asked to prepare and submit a plan which is closely aligned with the District's LCAP Goals. The following alignment will be made to utilize federal funds:

Title I, Part A is being used to support the areas of ELA, Math, and student engagement. We are providing academic technology coaches to support instruction in the classrooms. Students are provided with strategic and intensive intervention during the school day. Therefore, Title I, Part A funds also used to purchase supplemental instructional materials and copies to support the staff in this work. Professional Development that supports academic achievement in ELA and Math are paid for by Title I, Part A funds. We provide substitutes for teachers to attend professional development that will support a coherent instructional program to include pacing, assessment, and reflection. We are also using funds to support student engagement by providing technology devices for effective implementation of supplemental technology-based programs. These programs are differentiated for students to support areas of instructional needs. We contract with Tulare County Office of Education to provide sites media such as videos, online text, images, and music into lessons for student interest.

Title II, Part A is being used to provide professional learning as an integral part of our instructional planning process. We include professional development in site and district strategic plans. Specific actions supported by Title II funds include internal professional development support and professional development days that extend the school year to support instruction, student engagement, and climate. We work with our district categorical director and the county office staff to ensure that all activities fall within the uses of Title II, Part A funding.

Title III English Learner funds are being used to provide specific training for teachers on ELD strategies and best practices, Integrated ELD, and Designated ELD. Funds will be utilized to contract with outside services who will provide training to all Administrators, Academic Literacy Coaches, Resource Teachers, and teachers. We will work with the consultants to train our staff so they can work side by side with classroom teachers to support English learners during core classroom instruction throughout the school year.

Title IV, Part A will be transferred to Title I, Part A per allowable federal transfer-ability of funds. These funds will be used to support activities described under Title IV, Part A, specifically Safe and Healthy Students.

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:

CUSD works to provide our students with qualified and credentialed teachers. We identify ineffective (one who is misassigned based on credentialing, teaching without a credential, or those with limited emergency permits), inexperienced (less than two years of experience), and out-of-field (not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned) teachers by coordinating with our county office credential analyst staff. Information regarding staff is entered into CALPADS by District staff, and monitored by the county office of education. We also use the California Commission on Teacher Credentialing (CTC) to monitor deadlines for staff credentials. We expect 100% of teachers to be appropriately assigned. From HR reports filed with Kings County, during the 2019-20 school year, we had 100% of teachers appropriately assigned. There were no misassignments. 83.5% of our teachers were fully credentialed and 11% were interns. We are working towards 100% in 2020-21. Also, based on information gathered from DataQuest during the 2018-19 school year, we had 57 teachers that had less than 2 years of experience teaching. We update all stakeholders on our LCAP progress at monthly board meetings and during stakeholder committee meetings. This metric is also included in our California Dashboard Local Indicator 1 report annually. In the 2019-20 school year, 5% of our teachers were ineffective due to Provisional Internship Permits or Short-Term Staff Permits and 0.5% were out-of-field based on HR reports filed with Kings County.

We utilized the Equity Data Analysis Tools provided through the CDE resources to reflect on the equity and distribution of our effective and experienced teachers. Our school district is an eight-school district. We serve students in grades TK-12. Schools are broken up into Grade Spans. These rates are similar in each grade in each classroom. We follow a process for class assignments to ensure that students are placed evenly in numbers, needs, and races in each classroom. We currently have no disparities for low income or minority students due to how we split grades between sites, classroom assignments, and overall student population. The following are the demographics by school site based on DataQuest 2018-19 and 2019-20 reports (i.e. Special Education Report, Staff Experience Report, ELAS, and District Level Data Report):

- Bret Harte (TK-1)-96.3%(Students of Color) + 3.7%(White not Hispanic)= 100% Total Student Population; 28.4% EL, 7% SWD, 93.6% Low Income; Inexperienced teachers= 35%
- John C. Fremont (2-3)-95.6%(Students of Color) + 4.4%(White not Hispanic)= 100% Total Student Population; 15.8% EL, 9.5% SWD, 94.9% Low Income; Inexperienced teachers= 42%
- Mark Twain (4-5)-95.5%(Students of Color) + 4.5%(White not Hispanic)= 100% Total Student Population; 14% EL, 8.4% SWD, 94.4% Low Income; Inexperienced teachers= 43%
- John Muir Middle (6-8)-96.3%(Students of Color) + 3.7%(White not Hispanic)= 100% Total Student Population; 11.6% EL, 8.9% SWD, 92.7% Low Income; Inexperienced teachers=32%
- Corcoran High (9-12)-93%(Students of Color) + 7%(White not Hispanic)= 100% Total Student Population; 5.3% EL, 9.5% SWD, 90.7% Low Income; Inexperienced teachers=47%.

- Kings Lake Education Center (3-hour Independent Study-Alternative Ed 10-12)-88.4%(Students of Color) + 11.6%(White not Hispanic)= 100% Total Student Population; 14% EL, 9.3% SWD, 97.7% Low Income; Inexperienced teachers=100%
- Corcoran Academy (Independent Study K-12)-100%(Students of Color) + 0%(White not Hispanic)= 100% Total Student Population; 50% SWD, 100% Low Income
- Mission Community Day (6-12)-100%(Students of Color) + 0%(White not Hispanic)= 100% Total Student Population; 30.8% SWD, 76.9% Low Income; Inexperienced teachers=100%

We work to address these metrics in a supportive way. If we were to have any misassigned or out of field teachers, we would work with the county office support staff and the teacher to identify what courses need to be taken to fulfill the requirements needed. CUSD contracts with the local county office of education for our New Teacher Induction (NTI) program to support inexperienced teachers. We also provide our interns with support by providing them with a district mentor. Mentors work with inexperienced teachers and interns to plan, deliver, and reflect on instruction. Ineffective teachers are also provided an academic mentor to support planning and to provide coaching. Ineffective, out of field and inexperienced teachers are also provided with a minimum of six observations and two formal evaluations per school year by administrative staff. District instructional staff and site academic coaches support them. Progress monitoring is kept on an ongoing basis. Overall progress for the group is reported to stakeholder groups and committees. We publicly report this in our LCAP in Goal 2 actual outcome 2.1A and 2.1B, and include in the annual Local Indicator report. Disparities will be addressed prior to start of the school year annually.

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).

Parent engagement is a vital component that significantly impacts the success of our students. Building relationships with parents and community partners improves the confidence and trust between school staff and families. Parent Engagement BP 6020 guides CUSD's commitment to involve parents in the planning, decision-making, and implementation processes of district programs and activities. CUSD has taken a proactive approach in reaching out to guide parents in supporting their children at school but also educating parents by increasing their personal skills and parenting capacities that promote family stability. The District and school sites that receive Title I funds conduct parent trainings and outreach to family members by implementing programs, activities, and procedures in consultation with parents of enrolled children. This is accomplished through SSC, ELAC, LSAC, DELAC, and stakeholder meetings throughout the year.

The Stakeholder Advisory Committee includes representatives from each site and various programs. Meetings are scheduled to discuss activities and ways to improve and monitor family engagement. In addition, this Parent Advisory Committee is used to involve parents and family members in developing and monitoring the Comprehensive Support and Improvement Plan for schools identified as eligible. There were no schools identified as eligible for CSI in the 2019-2020 school year.

Needs assessments and surveys are administered annually to identify needs of parents and continue to build family relationships. Sites present the Parent and Family Engagement Policy at Back to School Night and at their annual Title I meetings to encourage parents to participate in the School Site Council and ELAC meetings to determine site-based needs and activities.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Corcoran Joint Unified School District's (CUSD) written parent and family engagement policy is developed jointly with School Site Councils and English Learner Advisory Committees. These committees include parents from low income, minority, and migrant families. This policy is available at the district office and posted at each school. The policy is distributed annually by including it in the Back to School packets with Parent Handbooks. We also provide each family with the Parent-Student Title I Compact at Back to School night.

All Title I schools host an Annual Title I Parent Meeting to inform parents of academic standards and expectations. Parents receive an academic assessment report (STAR) for their child at the beginning of the school year. Parents also receive an academic progress report at the end of every trimester for Grades TK-5 and quarterly reports for Grades 6-12. Parent-teacher conferences to review a child's academic progress are scheduled at a time that is convenient for the parent and the school.

With the assistance of our Title I schools, we build parents' capacity for strong parental involvement by providing materials and training on topics such as literacy training, mathematical practices, and technology use (including education about the harms of copyright privacy) to help parents work with their children to improve their children's academic achievement. These parent meetings/workshops/classes are held at different times during the day to accommodate family needs. Title I funds are used to pay reasonable and necessary expenses associated with parent involvement activities to enable parents to participate in school-related meetings and training sessions. We also provide take-home learning materials that have tips and ideas for helping children in core subject areas.

CUSD communicates with all schools regarding the importance of parent/family communication and engagement. The District promotes and encourages the use of parent and family volunteers following a background check. Parents are invited to serve on several school or district committees (DELAC, ELAC, SSC, LSAC, etc). All sign-in sheets are kept on file.

CUSD conducts trainings during the school year for principals and school teams to learn and discuss strategies to increase family engagement, improve school-family communication, and build ties with parents and the community. These trainings are then delivered to the faculty and staff of Title I schools by the school team. We also host training for appropriate school staff and faculty that focuses on creating welcoming environments and improving two-way communication with families. Parents are also asked to provide input to increase their engagement and involvement in schools. Their ideas are recorded and disseminated to the school sites.

CUSD provides opportunities for the informed participation of parents and family members. We offer workshops on parenting to help families learn about child development and how to support student academic learning. Parenting workshops cover a number of different issues, such as children's language development and learning styles, parent nurturing and discipline strategies, child abuse prevention, and nutrition/health practices. These sessions offer ideas to families about how to help students with curriculum-related activities, homework, and other academic decisions and planning. CUSD also provides opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

CUSD ensures that all parents of Title I students receive information and school reports. Notices of school programs, meetings, or other activities are published on each Title I school's website, displayed on school's marquee (if available), and disseminated through the Blackboard Connect. The District has access to software or personnel that translates the information to be sent home for so that parents can understand the material. Translators are available at the district and school sites. CUSD provides opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations (sign-language interpreters, etc.) to parents and family members.

Parents have the opportunity to make suggestions to the district or school in the following manner:

* Via a parent survey

* During SSC, Title I, or other parent meetings

Translators or sign language interpreters are provided upon request through the District EL Coordinator/Parent Liaison.

In carrying out the parent and family engagement requirements established by Section 1116 of the ESSA, the district has worked with all members and stakeholders to ensure alignment is made with Goal 3 of our LCAP.

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.

Principals, classroom teachers, Resource Teachers, Academic Coaches, Paraprofessionals, and Parents will work together to decide who most needs additional help. Schoolwide services will be provided to students--those identified as failing, or most at risk of failing, to meet the State's challenging content and student performance standards, in addition to monitoring overall school improvement. The goal of all Sites will be to improve teaching and learning to enable Part A participants to meet the challenging State performance standards that all children are expected to master. School staff will use multiple, educationally related, objective criteria established by the district and supplemented by the school to monitor the effectiveness of instruction and services provided to students.

Schoolwide Programs

Schools at CUSD participate in programs funded through the state's consolidated application process are required to develop a School Plan for Student Achievement (SPSA). The content of the SPSA must be aligned with goals for improving student achievement and address how funds will be used to improve academic performance. At each school site, a duly formed School Site Council is required by law to annually write or update a SPSA and to conduct an annual comprehensive needs assessment to assist with the creation of a program that provides supplemental services and resources to assist its students in meeting grade-level standards. These school site expenditures are based on the priorities described in the School Plan for Student Achievement and available funds. The supplemental services and resources are meant to support the achievement of the District's 3 LCAP Goals.

The District uses a composite measure to identify schools eligible for Title I funding: (a) number of children in families receiving assistance under the CalWorks program, and (b) number of children eligible for Free/Reduced Price Lunch programs. This information is gathered from CALPADS Snapshot Report 1.17. The District annually ranks schools based on the percentage of children from low-income families. This ranking of schools is used to establish school eligibility for Title I.

Targeted Assistance Programs

CUSD operates TASP for students who are not yet proficient with grade-level standards at Title I sites. These programs assist students in meeting grade-level content standards through the use of effective methods and instructional strategies that are evidence-based and proven to improve student-learning outcomes. These targeted programs include intervention during the school day. CUSD has established a systematic student achievement monitoring system that aligns learning expectations for all students with common standards sequence schedules and benchmark assessments three times per year to monitor student progress toward proficiency. Multiple measures of student achievement data are included in this progress monitoring system, including ELPAC, SBAC, District writing prompts, classroom grades, and STAR Reading Levels, to create an "At Risk Report" that is provided to each teacher within our data management system to monitor student progress. The above-mentioned "At Risk Report" displays pertinent data for teacher PLCs to collaborate with site and district administrative teams to inform instruction, intervention, reteaching, and to provide feedback on the effectiveness of programs and practices. Sites have developed and implemented intervention systems using the RtI model with universal screening and progress monitoring to ensure that non-proficient students receive additional targeted intervention and support needed to attain proficiency. These additional supports include both intervention and afterschool supports that provide students with additional opportunities for practice and to engage with academic content.

Neglected or Delinquent Children Program

The following process will be used to provide services:

1. A list of group home addresses are provided to CUSD by Kings County Office of Education.
2. If any of the group homes are within the district boundaries, then the district personnel searches the SIS system for students listing the group home address as their home address.
3. Once CUSD determines the number of students at those addresses, the District determines if these students attend Title I or non-Title I funded schools. Non-funded would include schools skipped by CUSD per the consolidated application. CUSD also uses the number gathered on the county N&D survey from the prior year, which is collected and reported by Kings County Office of Education during the month of December.
4. The baseline number gathered by CUSD is used to determine the set-aside funds to support students receiving comparable services. If students are attending a Title I funded school, the district will use the set-aside funds to provide comparable services.
5. The search to identify students is done on a monthly basis.

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:

Each of our schools utilize the School Plan for Student Achievement (SPSA) process with each School Site Council and the English Learner Advisory Council. Data is analyzed prior to each school setting their collaborative goals aligned to the district's overall plan. Processes for improvement include focused instructional practices based on data analysis. Additionally, CUSD provides professional development opportunities for teachers and administrators in evidence-based instructional strategies and methods shown to improve achievement for non-proficient students. These include the use of a data analysis system for monitoring student progress and planning instruction and interventions, instruction using first-best teaching methods addressing student engagement, implementation of ELA/ELD frameworks through coaching, implementation of specific additional supplemental and intervention programs to support concept development and skill learning, and supporting language development. To support this work, administrators conduct regularly scheduled classroom observations and participate in PLC meetings to monitor implementation of the strategies and practices as outlined in the school site SPSA.

Targeted Assistance Schools use funds only for programs that provide services to Title I-eligible students identified as having the greatest need for supplemental assistance. Eligible students are identified by the school as failing to meet the state's challenging academic achievement standards. The District, in conjunction with administrators and teachers, provides the following assistance to support Targeted Assistance Schools:

- Assists schools in identifying eligible Title I students using multiple measures
- Provides a SPSA template containing all of the required activities of Targeted Assistance Schools
- Monitors the effective implementation of the Targeted Assistance School plan
- Disseminates the SPSA Annual Evaluation to determine the effectiveness of the SPSA
- Provides workshops to parents on topics related to partnering with schools to support students' high academic achievement

Targeted Assistance Schools are required to use the following procedures for identifying Title I-eligible students:

- Use test results from a minimum of two reading/language arts and two mathematics assessment measures at each grade level to determine which students are performing below grade level. The same two measures must be used with all students within a grade level and preferably across grade levels. The measures must have grade-level performance criteria and may be supplemented with additional information from other sources. The use of a variety of information enables the teacher to make an informed decision about the achievement level of each student.
- Analyze all achievement data collected for each student. Based on the analysis, identify each student, by name, who is performing below grade level in reading/language arts and/or mathematics and who has been identified as being most at risk of failing to meet grade-level standards.
- Identify a student as Title I-eligible if the student is judged to be performing below grade level in either reading/language arts or mathematics and is judged to be most at risk of failing to meet grade-level standards in reading/language arts or mathematics.
- Document the school's Title I student identification procedures and submit the assessment measures used and roster of students identified into the student information system, AERIES.

In Targeted Assistance Schools, a student is Title I-eligible based on multiple academic measures that identify the student as performing below grade level in reading/language arts and/or mathematics. Additional multiple, educational related, objective criteria are used and collected by the school site to determine eligibility. This includes holding a Student Success Team meeting to receive recommendations from classroom teachers, intervention specialists, and other school personnel and also to gather parent input of student performance. Parent-Teacher Conferences are also held to determine what supports are needed.

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:

Corcoran Unified School District (CUSD) provides homeless children and youth with support services for enrollment, attendance, counseling, and programs to ensure student success. In accordance with the McKinney-Vento Homeless Act, CUSD provides homeless youth with equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths. Funds are utilized to support services that will mitigate the negative impact of poverty. They include provision for transportation to school as well as support services for reduction of absenteeism, i.e., absentee follow-up, Saturday school, and credit recovery options, if necessary. In addition, funds provide Laptop or iPad insurance, school supplies, and backpacks, as well as clothing/gym clothes and other necessary school or household items to allow students to participate in school activities academically, socially, and emotionally.

Students are identified as homeless during the enrollment period every year. Office staff, including the Principals, review student enrollment forms and determine if a student is homeless based on the information provided by parents. Teachers, coaches, counselors, and other school staff can also identify a student as homeless. Once students are identified as homeless, the school's Community Contact monitors their attendance and supports student engagement. Resource services are provided for families by our Parent Liaison and/or Community Contact which includes locations of social workers to help families find housing; instructions on how to navigate services; directing them to food banks and other nonprofits so families have access to the necessities; and providing extra tutoring and academic counseling to homeless students.

We support the success of our homeless children and youth with regular progress monitoring using formative assessments and district benchmarks. This data is reviewed at the grade level and at site PLC meetings. If students need additional support, they are referred to school-based intervention programs or after school tutoring in order to fill identified instructional gaps. Schools are kept open late in the afterschool programs so students have a quiet, safe place to study.

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.

Transition into Kindergarten:

Children moving into kindergarten when they reach the age of five experience a major milestone in their life. To assist with this transition, Corcoran Joint Unified School District has safeguards in place to help assure that students entering kindergarten are developmentally ready for this step. These safeguards include that the student is developmentally ready to enter kindergarten. Many services are provided prior to, during, and after kindergarten to continue a successful transition.

Corcoran Joint Unified School District will coordinate Title I, Special Education, Head Start, and other preschool programs to transition children into kindergarten. Representatives from these various entities will serve on the transition team. A minimum of one meeting will be held annually to help facilitate the transition into Kindergarten.

Transition meetings for students on IEPs entering kindergarten will be conducted with the parents of each student. These transition meetings may include service providers, parents, kindergarten teacher, principal, and special education director. The district has a child-find procedure to identify qualifying students. Services available in early childhood include: Speech, PT, OT, and if needed cognitive services with a certificated teacher who works on specified goals so students are successful in kindergarten. To ease the transition to kindergarten, the IEP team meets prior to the kindergarten year to discuss accommodations and needs each child might have.

A district-wide Kindergarten Screening is conducted in the spring of each school year. The screening serves several purposes for the transition of students into Kindergarten. First, parents gain insight on the developmental levels and readiness of their child. Second, staff gathers preliminary numbers of students to begin planning for fall classes. Finally, information gathered is used to best support parents and provide resources to help support parents with items needed to help transition their children successfully into Kindergarten.

Kindergarten Roundup is scheduled as follows: Parents and incoming students are scheduled. Kindergarten staff screens students, and a nurse is available to address any concerns. Parents complete the required paperwork and enrollment information. At the conclusion of the screening, parents receive a summary of the screening and a report is given to parents. In addition, program options available for students entering public school are discussed in relation to the developmentally appropriate placement for their child.

Once school begins, a Meet 'n Greet is held for new Transitional and Kindergarten students. They get to meet their assigned teacher, visit their classroom, and are given a tour of the school by staff. Important places at school are visited so that students have an idea of what to expect when they begin school the following week.

Transition into Middle School:

Middle School staff visit the incoming fifth graders and make them aware of the many facets of the middle school program. This may include choosing classes, scheduling, computerized grading, extracurricular activities, and performing groups.

Orientations are held prior to the commencement of the school year. Students are provided schedules, technology checkout, campus tours, counseling services, resources, promotion guidelines, and behavior expectations. A Back to School Night is held for both parents and students where teachers discuss classroom and academic expectations for the year.

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:

Transition into High School:

The transition from middle school to high school is challenging for all students as a number of academic, environmental, personal, social, psychological, and physiological changes are imposed on them. Both anecdotal and empirical evidence suggest that students begin thinking about dropping out of school during this critical period of time. The end of eighth grade is a pivotal period in channeling students towards successful paths.

Corcoran High School Staff provide incoming 9th graders to a Pathway Night and a Pre-Registration Night in February. Rigorous academic standards and expectations are discussed with students and parents at this time. Counselors are sent to the middle school in March and April to administer Placement tests. These tests will determine classroom placement in the fall.

Career Day is held every Spring for 8th graders. High School teachers attend this event. They discuss different elective options, career pathways, and college opportunities with students. A question period is available after every presentation for middle school students to inquire about opportunities available to them once they enter high school.

Finally, an orientation is held for all incoming 9th graders in August. Students are provided schedules, technology checkout, campus tours, counseling services, resources, promotion guidelines, and behavior expectations. A Back to School Night is held for both parents and students where teachers discuss classroom and academic expectations for the year.

Transition into Postsecondary Education:

As a student approaches the time to leave high school, it is important that preparations for adult life are well underway. For early transition planning and active participation in decision making to occur for students, high school staff is well informed about student abilities, needs, and available services. They provide several opportunities and activities throughout the year to help students transition into postsecondary education.

Students meet with Learning Directors a minimum of two times to plan their Pathway or yearly coursework. A-G requirements are discussed with students during this time. If students are interested in a career pathway, they are registered for classes and career tours are planned with the Work-Based Learning Coordinator. Depending on the career pathway a student selects, certification tests are available for students. These are also discussed with their Learning Director during their planning meetings.

There are also several opportunities for students to take college trips throughout their high school career. The Academic Boosters intermittently take students on trips. The Work-Based Learning Coordinator also coordinates college tours every year. Upward Bound is made available to low-income, first-generation college-bound high school students who have the potential to succeed in college, but whose high school grades and test scores do not reflect that potential.

During their junior and senior years, students are given the opportunity to attend college application and financial aid workshops. Counselors from the surrounding junior colleges and universities are available to counsel students during these workshops. Appointments can also be made with them throughout the year. Site personnel and community leaders conduct exit interviews with all seniors in the spring. Students provide their portfolios and are asked a series of questions by the exit panel. Exit interviews allow seniors to reflect on their educational experience; gives them the opportunity to compile their credentials, provide information necessary for scholarship applications, college admissions, and employment; and prepares them for future ventures where portfolios are required.

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:

(A) Identifying and serving gifted and talented students:

Gifted and Talented Programs do not receive Title I funding. District schools, however, do receive funding and may choose to use funds to support their efforts to provide gifted/talented students with access to high-quality differentiated instruction that addresses their unique talents and advances their achievement. Additionally, funds may be used to provide staff access to professional learning opportunities that focus on such specific instructional practices as differentiated instruction, enrichment, acceleration, and curriculum compacting. Additionally, a school's funding can be used to increase the site's ability to refer/identify and serve students who are historically underrepresented in gifted and talented programs, i.e. African Americans, Hispanic, English Learners, or Low-income. Accordingly, funds can be used to increase gifted/talented learners' access to and engagement in high-quality educational opportunities that prepare them for rigorous coursework and advance their college and career readiness.

(B) The development of effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement:

Educational Resources Services (ERS) is a service provided by Tulare County Office of Education. ERS provides a credentialed librarian to assist in the provision of school library services. ERS works directly with school library technicians to provide all students with access to school libraries. A direct correlation exists between student achievement and access to appropriately staffed and well-stocked school libraries. This correlation has been documented in multiple longitudinal studies. Access to such libraries is a necessary tool for student achievement and essential to the successful implementation of the Common Core State Standards (CCSS).

ERS provides services such as:

- Assisting school site personnel on library media center issues and the development of library leadership teams
- Training new teacher librarians, library aides, school personnel, and Local District staff
- Providing staff development for elementary and secondary personnel
- Supporting and maintaining Destiny and the Digital Library consisting of paid and free online content
- Coordinating school issues such as library media center schematics, collection development, weeding, and staffing
- Advising schools regarding modifications of library media centers
- Evaluating library books, selecting and developing collections, and cataloging
- Assisting in the development of California Model Library Standards-based courses and lessons
- Training, reviewing, and providing information for library-related grants and funding sources

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:

New Teacher Orientation

The NTO is a 3-day orientation for new teachers to the district. The orientation content includes classroom management, lesson planning, supporting EL learners and students with special needs, District initiatives, policies, compliance and classroom observations.

Monthly Meetings for New Teachers

Academic coaches host and plan monthly professional development meetings for new teachers. These professional development sessions are organized by the local district and are designed to meet the professional needs and interests of the teachers. New teacher meetings create a community for new teachers and allow for collaboration in level alike groups and new ideas to implement in their classrooms. Topics range from best practices around classroom management, lesson planning development, culturally relevant teaching, and strategies to promote emotional well-being.

Teacher Support and Evaluation

To ensure students have access to effective instruction, teachers are provided with onsite coaching by academic coaches in core academic areas. Academic Coaches support the development of increasingly high-quality teaching and learning practices. Observations, conferencing opportunities, and professional goal-setting activities are conducted with both a coach and with the principal. A series of reflection activities are conducted throughout the year. This process incorporates best practices in coaching, feedback, and encourages professional reflection and growth to ensure students have access to high-quality teachers.

Through the continuing implementation of Professional Learning Communities (PLC's) and Datawise Process, we work together using a Data Wise process that supports staff in using collaborative data inquiry to drive continuous improvement of teaching and learning for all students. K-5 sites incorporate Early-Out Wednesdays each week of the year to allow time for continuous professional development while our 6-12 sites follow a Late Start every Wednesday and provide professional development for staff during that allotted period of time.

Evaluations by principals are conducted for tenured teachers every other year after three formal observations. For non-tenured teachers, evaluations are performed twice a year with six formal observations conducted by the principal. The principal based on the outcomes of the observations may assign additional coaching support to teachers.

Other School Leaders

Other school leaders include academic coaches and counselors. Kings County or Tulare County Consultants provides academic coaches training during the summer or throughout the year. Depending on the needs of the sites, the training may be in ELA, Writing, Science, or Mathematics. Training of Trainers models are used to build capacity within the District and to give the Academic Coaches the ability to grow professionally within their assignment or to seek advancement opportunities.

Principals and Other Site Administration

Principal and administrator meetings are held monthly with district administrators to review data, goals, and to discuss site issues. These are professional learning sessions for principals that provide opportunities for system-wide learning with the Superintendent and district leadership.

Principals, assistant principals, learning directors, and all other administration attend all professional development with teachers. They are supported by the trainers of the professional development and our administration's understanding is calibrated so that implementation is carried out across the district effectively. Monthly PAC meetings are held to discuss goals, provide support, to identify concerns, address those concerns with concrete explanations and plans, to set reasonable expectations for success, and to determine how to measure those expectations.

Advancement Opportunities

Employees who aspire to assume the role of principal or assistant principal are provided the opportunities to shadow administrators in the districts and are given training opportunities. In addition, they are given the opportunities to attend administrative training opportunities within the district or outside the district. Aspiring employees build their leadership capacity through extensive practice at their sites as a PLC leader using multiple sources of data to analyze school context and to develop an entry plan for assuming the role of a principal or assistant principal.

Advancement opportunities are provided for administrators based on need and personal interest. A professional plan is developed with the Superintendent and identified activities are created and written into an annual plan that is reviewed twice a year.

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:

Corcoran Unified School District analyzes multiple measures based on the California state school accountability dashboard in addition to the Local Control Accountability Plan targets in order to determine the appropriate professional development activities to support schools requiring comprehensive support and targeted support. Analysis of the data occurs during District Leadership team meetings, monthly CSI Advisory meetings with District leadership, and district parent advisory council meetings. In addition, the district has developed various data dashboards to monitor and evaluate school progress. Based on this analysis process, differentiated support based on the multi-tiered systems of support will be identified to support schools in need of comprehensive and targeted assistance as well as those with the highest percentage of underperforming students. Tier 1 approaches are focused on supporting the implementation of effective first instruction by aligning the use of assessments to determine appropriate instructional supports. Tier 2 and 3 approaches are expected to use assessment data to identify evidence-based instructional interventions to support the acceleration of student learning.

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:

Corcoran Unified School District regularly reviews and analyzes Inspect Assessment data to continually update and improve activities for professional growth and professional improvement. Each trimester the Director of Educational Services, the Superintendent, and the Site Principals determine areas of need by reviewing Inspect Assessments in ELA and Math. The topics chosen for professional growth are then shared with each site's leadership team. There may be slight differences in professional growth targets as per site data. As a whole, there are some district foci such as ELA, Math and Long Term English Learner progress.

Site Leadership teams made up of Principals, other school leaders, and teachers) meet to review Inspect Assessment data every trimester and to plan how to deliver the data to other teachers, specialized instructional support personnel, and paraprofessionals at their PLCs. Once at their PLC meetings, teachers, administrators, specialized instructional support personnel and paraprofessionals set goals and determine their course of action based on students' needs. Each site's School Plan for Student Achievement reflects the monitoring metrics used to assist in targeting needs, allocating resources, and evaluating program effectiveness. Disaggregated data is analyzed each trimester after the Inspect Assessments to guide the responsible allocation of resources to ensure a safe and productive learning environment with the best overall educator effectiveness.

Principals, teachers, other school leaders, specialized instructional support personnel, and paraprofessionals will provide input on the strategies and activities that were agreed upon after the PLC meeting at the trimester. This occurs six weeks after the meeting as a follow-up. Adjustments are made using local measures and data for continuous improvement. If the stakeholders note additional professional development, strategies, or activities for improvement, those adjustments are made and followed up within the next six weeks.

Data is reported to our stakeholders including our governing board, parents, and the community at School Site Council meetings held five times a year, School Board meetings held bimonthly, and LCAP meetings held five times a year. A needs assessment is conducted during each data review portion of the meeting. Our stakeholders provide us with valuable feedback, which is used to guide and adjust instruction. Professional development may also be adjusted based on data review feedback.

Surveys taken by staff after professional development sessions are also a way we collect valuable feedback and information from teachers, paraprofessionals, principals, and specialized instructional support personnel. These surveys can gauge what is working and we use them to adjust our Title II activities accordingly.

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:

Corcoran Unified School District works with Curriculum and Instruction to provide district-wide training and communication at each site throughout the year. CUSD will ensure that administrators, teachers, paraprofessionals, counselors, and other appropriate staff members receive sufficient professional staff development on specific English learner topics to increase their knowledge and skills in meeting the diagnosed needs of English learners and the needs of our teachers, administrators, and staff.

Professional Development will include:

- Specific training for classroom teachers to use the district adopted core curriculum for designated ELD, RTI at all grade spans, and utilizing the ELD/ELA standards for planning instruction
- Classroom coaching and support by district academic coaches
- Training to administer ELD monitoring assessments and modify instruction based on results
- Training to use English Language Proficiency Assessments for California (ELPAC) results to improve instruction
- Coaching in Systematic ELD for K-5 classroom teachers and Integrated and Designated ELD (K-12)
- Collaboration time for teachers to consider student needs, share effective strategies and plan instructional modifications, as needed
- Training for principals to use the State Standards, 2012 English Language Development Standards and the CA English Learner Roadmap to support best practices in ELD instruction at their school sites

Professional learning opportunities will be ongoing by integrating instructional strategies to support English learner students into all standards-based professional learning opportunities including core adoption implementations, formative assessment trainings, and regularly scheduled Principal meetings (PAC).

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:

Should Corcoran Unified School District receive Immigrant funding in the future, CUSD will provide enhanced instructional opportunities for immigrant children and youth utilizing the following activities:

- * Family literacy nights, parent outreach activities and trainings to assist parents with becoming active participants in their child's education
- * Tutorials for parents on how to access student information on the districts ParentLink portal
- * Mentoring and academic or career counseling services for immigrant children
- * After-school tutoring is available at each site and is coordinated with our Regional Migrant Office
- * Summer School for Migrant and immigrant students is also available in conjunction with our Regional Migrant Office

Additional materials and supplies will be available to students as needed.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to increase the English language proficiency and academic success of English learners, CUSD will implement programs, services and supports for English learners as outlined in the CUSD's EL Master Plan. The District's EL Master Plan describes the district's strategic framework for the provision of instructional services and programs for English learners. The District's comprehensive ELD program for English learners, consisting of both Designated and Integrated ELD, incorporates Response to Intervention Supports for English learners to achieve English fluency and academic success. CUSD is committed to expand and enhance instructional programs and/or opportunities for English learners to develop English fluency, mastery of academic content, and multiliteracy in order for English learners to advance one level per year in English language proficiency. Reclassified Fluent English Proficient students can expect to be monitored annually and supported in their core academic subjects. All EL students will be placed in an appropriate EL program based on their English language level as determined by the state language assessment and will be monitored three times during the school year. This includes focus on our EL students, those at risk for becoming LTEL, LTEL's, and Newcomers.

Students in K-3 are provided with lessons that are incorporated with the ELA/ELD Wonders Program, with emphasis on English language acquisition. Grades 4-8 will continue to use iLit ELD Program and 9-12 grades will use Edge ELD Program. All programs are aligned to state standards. Sites are providing ELD instruction in a variety of ways. Some sites are deploying students by level during a 30-40 minute period. Other sites are providing ELD during a classroom period with designated and focused small group instruction. All core classrooms are to provide integrated ELD using adopted materials and supplemental resources, as appropriate. Our District EL Coordinator/Coach monitors each site and observes classrooms to determine what support is needed by staff and students. Site Academic Coaches, in partnership with the District EL Coach, provide in-class coaching in classrooms with teachers and their students. Teachers learn targeted instructional strategies that help their English learners develop the skills they need to improve their academic language and their English proficiency. Data from teacher surveys, walk-through, observations, and ELD pre and post assessments will be used to monitor lesson delivery for specific academic skills that are needed for English learners to become proficient in the English language.

The District will fund supplemental supports and services for English learners which includes purchasing supplemental instructional materials and funding Designated and Integrated ELD professional development to enhance teacher and administrative capacity that will address the diverse learning needs and styles of English learners. The District will also provide opportunities for teachers to share instructional resources, lessons, and strategies to improve the quality of instruction for English learners.

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:

- (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:

With the help of the California Dashboard and utilizing District Benchmark Assessments, English learner progress will be monitored to ensure they are making adequate linguistic and academic progress. Teachers, Principals, Academic Coaches, EL Coaches, site administrators, and district administrators will utilize these assessments to identify the instructional needs of EL students, inform designated and integrated ELD instruction, inform professional development needs, and inform targeted intervention programs.

Classroom teachers, ELD teachers, and the EL Coordinator will provide English learners with lessons and instructional strategies that are easily integrated into other academic classes, which allow students access to grade-level curriculum. English learners will receive instruction aligned to state standards where lessons are taught in the right environmental setting to effectively increase students' ability to read, write, and speak in English.

Professional development will be provided for Designated and Integrated ELD, to model Designated and Integrated ELD lessons, the use of formative assessment tools to monitor student progress during lessons, and differentiated instruction to support the enhancement of Designated and Integrated ELD instruction for English learners. Across the District, the EL Coordinator/Coach, site Resource Teachers, and site Academic Coaches will monitor the implementation of Integrated and Designated ELD lessons in classrooms. Data will be collected and reported in order to monitor the implementation of the provided professional development.

CUSD will provide high-quality instructional programs for English learners, quality instruction in both Integrated and Designated ELD, professional development, supplemental resources and materials, and intervention programs to ensure English learners make adequate yearly progress in English as measured by the English Language Proficiency Assessments of California (ELPAC) Summative assessment.

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:

Corcoran Unified School District develops its application in consultation with all School Site Councils, English Learner Advisory Committees, District English Learner Advisory Committee, parents, staff, community, and LCAP committees. We administer an annual survey, discuss federal program requirements, and student needs based on data with these groups throughout the year. We have developed a comprehensive needs assessment using district data that is aligned to Goal 2 of our LCAP and SPSA plan: To ensure the continuing safety of all students and staff by providing a positive, clean, safe, healthy and nurturing school environment throughout the district. This goal is aligned to State Priorities 1 (Basic Services), 5 (Pupil Engagement) & 6 (School Climate) and all associated metrics. This goal includes metrics such as suspension, expulsion, student attendance, chronic absenteeism, and surveys regarding safety and connectedness. We are not partnering with any institutions for the purposes of Title IV. We are utilizing the federal transfer-ability option to move funds to Title I Part A for allowable use. We are implementing programs to support well-rounded educational opportunities for students in LCAP Goal 1: Students will receive a broad and rigorously academic educational program that builds towards college and career readiness. We have an afterschool program (ASES) that provides enrichment activities in the areas of physical activity and music. We have also hired an elementary music teacher to provide music instruction to students in TK-5th grades. All schools were equipped with STEM labs and Academic Technology Coaches will provide weekly lessons.

The District recognizes the direct link between students' mental and behavioral wellness and overall positive student achievement, school climate, high school graduation rates, and the prevention of risky behavior and disciplinary incidents. This is addressed in LCAP Goal 2: To ensure the continuing safety of all students and staff by providing a positive, clean, safe, healthy and nurturing school environment throughout the district. The District currently has a Counselor for K-5, a Counselor for K-12 who oversees Students with Disabilities, and a District Psychologist. After conducting a Comprehensive Needs Assessment and surveying parents, staff, and students, the need for Clinicians or Therapists for severe behavior problems exists.

We also continue to implement our technology program that aligns to the implementation of state standards and differentiation of students to support personalized learning. The District has a 1-1 device program. We have been able to purchase an Application by Renaissance to track the amount of reading students do on a day-to-day basis. Students are able to download reading materials and are able to take their devices home to access various reading materials. We understand the importance of reading and find that technology will give students the accessibility to a plethora of reading materials. The District understands the need to strengthen our multi-tiered system of support to address the academic, social-emotional behavior, and mental health needs of students. Because of this understanding, there is a need to increase the onsite support of behavior and mental health specialists. We evaluate our programs annually in our LCAP with all stakeholder groups. We have aligned all actions and goals to associated metrics and expected outcomes to reflect, analyze and adjust services to students. All school sites have followed the same process, aligning each SPSA to LCAP goals, metrics, and expected outcomes.