# INFORMATION SHEET 6/18/2019 TRUSTEE'S MEETING

**To:** Jim Bridges, Superintendent

**For:** Board of Trustees

**From:** Sarah Steen and Mindy Maxedon

**Re:** LCAP Every Student Succeeds Act (ESSA) Federal Addendum

Business Services and the Curriculum Department have worked collaboratively to complete and submit the LCAP ESSA Federal Addendum.

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the LEA provisions of ESSA. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**Recommendation:** Approve the LCAP ESSA Federal Addendum.

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

## LEA Name

Jefferson Elementary School District

## CDS Code:

39685440000000

## 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.

The following goals support the programs provided with Federal funds. Pupil Outcomes: Ensure all students achieve at high levels and develop citizenship, leadership, and innovative thinking skills. Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment. Conditions of Learning: Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair.

The purpose of Title I, Part A is to improve basic programs operated by LEAs by consulting with teachers, principals, pupil services personnel, administrators, other staff, and parents. Title I, Part A funds are used to supplement the funds that would, in the absence of such funds, be made available from State and local sources, and does not supplant such funds. The activity/expenditure is utilized for instructional support services that meets a need identified in the comprehensive needs assessments.

AS 1.4: Utilize GLAD strategies in all classrooms.
AS 1.5: Provide professional development to meet the needs of diverse learners.
AS 1.7: Develop targeted interventions for students not mastering the essential standards.
AS 1.8: Monitor and refine the Multi Tiered System of Supports district-wide.
AS 1.10: Monitor and evaluate classroom teachers' designated ELD instruction focusing on academic language development.
AS 2.2: Enhance and expand school to home communication utilizing email, text, social media, and websites.
AS 3.2: Utilize instructional coaching, additional work days, conferences, online and hourly professional learning to ensure all instructional staff have the tools to provide high quality instruction.

The LCAP has been approved by the local governing board. The LCAP will be annually evaluated for progress toward accomplishing goals. The activity/expenditure will be reviewed, approved, and recommended by the District and School Site Council to the local governing board.

## 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.

Jefferson Elementary School District will align the use of Federal Funds with other activities of State and Local funds by monitoring activity/expenditures to ensure reasonable, necessary and evidence-based educational strategies. The 2017-2020 LCAP does not include activities and services funded with Federal funds. To receive Title I funds, a local educational agency (LEA) must submit a local plan to the state educational agency that contains assurances that are consistent with federal and state laws and regulations. Funds are tracked with restricted account codes based on State Account Code Structure (SACS). Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provides assurances that the LEA will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. The winter release of the application is submitted in January of each year and contains the LEA entitlements for each funded program. For each federal program entitlement, LEAs allocate funds for the program as indicated by the program requirements.

* The District is providing all teachers with GLAD training to be support the language development of El students. GLAD® (Guided Language Acquisition Design) is one of a handful of existing instructional models that aim to help teachers by providing differentiated strategies to integrate instruction in English and grade-level content in a heterogeneous, mainstream classroom. Supplemental funds are justified to be used on this action/service as they are primarily intended to benefit unduplicated students. For the scope of services the District is justified in selecting LEA-wide as this training for staff can't be limited to benefiting unduplicated student groups. Project GLAD is a multi-component K-12 instructional model designed to build academic English and grade-level content knowledge for students at varying levels of English language proficiency. (Goldenberg, 2013; Echevarria, Short & Powers, 2006) found that GLAD strategies provided marginal gains to English Learners vocabulary and writing skills, but no longitudinal studies have been done to date to assess the long-term effects of the strategies. The GLAD program is recommended by the California Department of Education and the Orange County Office of Education (Action 1.4)

* A variety of professional learning opportunities will be provided for all staff. Some professional learning is paid with Supplemental, and for that reason this is considered district-wide use. District-wide use is justified because the PD days are designed to increase learning for unduplicated student groups. District-wide is the most effective use of funds because students benefit from teacher growth and these services are principally directed toward meeting the district's goals for unduplicated pupils in state priority two, Academic Standards. Weiss & Pasley state, "Ongoing, intensive professional development that focuses on supporting teachers' planning and instruction has a greater chance of influencing teaching practice and in turn, raising student achievement." (Action 1.5)

*The District provides all school and district teams with time to collaborate in Professional Learning Communities. Some of the PLC time is paid with Supplemental, and for that reason this is considered district-wide use. District-wide use is justified because the PLC time is used to collaborate around the needs of English learners, Socio-economically disadvantaged, Foster Youth and Students with Disabilities. (Action 1.6)

* The District continues to utilize supplemental funds for targeted interventions for unduplicated student groups not mastering the essential standards. While these programs are primarily directed to provide increased services for unduplicated student groups, it is impossible to guarantee that only these student groups are identified for Summer School. For this reason the district is justified in using supplemental funds in a district-wide manner. Making Summer Count a research study by the Rand Corporation recommended the following, Research shows that a number of practices are associated with improved student outcomes, such as smaller class sizes, involving parents, providing individualized instruction, and maximizing students' attendance. Other best practices include providing structures that support high-quality instruction, aligning the school year and summer curricula, including content beyond remediation, and tracking effectiveness. (Action 1.7)

* The District continues to utilize supplemental funds for Multi-Tiered System of Supports as a way to extend the number of instructional minutes for all unduplicated student groups. While this program is primarily directed to provide increased services for unduplicated student groups, it is impossible to guarantee that only these student groups are identified for RTI/MTSS. For this reason the district is justified in using supplemental funds in a district-wide manner. The District selected the MTSS model as it incorporates numerous research based strategies to address academics, behavior and social emotional skills. Archer & Hughes, 2011, found that, "Effective interventions also require more explicit instruction, such as instruction that is focused on critical content, is highly organized, and provides frequent opportunities for student responses and practice". (Action 1.8)

## 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 *(as applicable)* |

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.

The Jefferson Elementary School District annually reviews the California Assessment of Student Performance and Progress (CAASPP) Summative Assessments and ELPAC Initial and Summative Assessments to monitor yearly progress. In addition, the District administers the following Assessments to monitor students' progress throughout the year by providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards: CAASPP Interim Assessment Blocks (IABs), Beginning / Middle / End of year assessments in DIBELs, and unit assessments from district adopted curriculum.

### Overuse in Discipline Practices that Remove Students from the Classroom

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 1112(b)(11) | 6 *(as applicable)* |

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

The Jefferson Elementary School District continues to monitor discipline data and implements the Multi Tiered System of Supports to reduce the number of discipline incidents in all school settings. Furthermore, restorative practices are being used to minimize the removal of students from the classroom.

### Career Technical and Work-based Opportunities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 1112(b)(12)(A–B) | 2, 4, 7 *(as applicable)* |

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.

The Jefferson Elementary School District does not offer Career and Technical Work-based Opportunities.

## TITLE II, PART A

### Title II, Part A Activities

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 2102(b)(2)(A) | 1, 2, 4 *(as applicable)* |

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

The Jefferson Elementary School District provides high quality professional development to classroom teachers, site administrators, and other school personnel. With each new adoption of curriculum, staff have been and will continue to receive professional learning on standards based curriculum alignment including designated and integrated English Language Development (ELD). District Instructional Coaches are assigned to schools to support the professional development district wide. Throughout the school year the effectiveness of instruction is measured through student results on local and state assessment data. The district and site leadership teams meet regularly to review data and determine high priority needs for professional development to address student learning outcomes. The activities that JESD carries out using Title II funding include ongoing teacher training and conferences. Opportunities are offered in a variety of ways: Staff Development Days, Staff Meetings, Book Studies, After School sessions, Release days, online, and local workshops. PD topics include: MTSS (to include PBIS, Restorative Practices, UDL and Intervention), NGSS, Book Studies, GLAD, Math and Science Lesson Study / Coaching, Professional Learning Community implementation, Instructional Norms.

## TITLE III, PART A

### Parent, Family, and Community Engagement

| ESSA SECTION | STATE PRIORITY ALIGNMENT |
|---|---|
| 3116(b)(3) | 3, 6 *(as applicable)* |

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

Jefferson Elementary School District provides each school with student scores for the English Language Proficiency Assessments for California (ELPAC) and California Assessment of Student Progress and Performance (CAASPP). The results are disaggregated and shared with the administration which in turn, is shared with teachers and EL Paras/Aides. The JESD promotes parent, family, and community engagement in the education of English learners with School Site Council, ELAC, DELAC, and LCAP committees. Site English learner (EL) goals are defined in the Single Plan for Student Achievement at each school and action is based on the data. The JESD ELAC and DELAC reviews annual data and the District English Learner Plan to ensure Title III requirements are fully implemented across the district in accordance with the master plan. In addition to state summative test data, sites administer DIBELS three times per year to all students. English Learners are provided designated and integrated ELD, using the best EL instructional practices to target students' language acquistion needs. Teachers implement GLAD strategies. The JESD ensures consistency by reporting of school sites to the District on programs and implementation. Sites are monitored by data analysis of EL progress in achieving English proficiency.

## 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.

The Secretary of State determines the number of children aged 5 to 17, inclusive, from families below the poverty level on the basis of the most recent satisfactory data. The data is available from the Department of Commerce. In determining the families that are below the poverty level, the Secretary uses the criteria of poverty used by the Bureau of the Census in compiling the most recent decennial census, as the criteria have been updated by increases in the Consumer Price Index for All Urban Consumers, published by the Bureau of Labor Statistics (Every Student Succeeds Act (ESSA) Section1124[c][3][C] and 34 Code of Federal Regulations (CFR) 200.70-78). Program estimates are specifically designed for use in annual Title I allocations to school districts. The SAIPE program poverty estimates are based on the official measure of poverty as defined by the federal government. The details of the methodology differ slightly from year to year. Additional information can be located at the U.S. Census Bureau.

## 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:**

Jefferson will identify and address any disparities that result in low-income student and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers by the use of assessment scores, grades, teacher evaluations, or another locally defined measure to identify the lowest-achieving eligible students. Verification will be done via CALPADS. Beginning with the 2018–19 school year Jefferson Elementary School District met state and federal planning requirements through the LCAP and the Consolidated Application Reporting System (CARS).

### 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:**

JESD continues to seek involvement from the community, students and parents in LCAP stakeholder meetings, ELAC/DELAC meetings, School Site Council meetings and Academic Nights. The District Office provides administrative support for the parent and family communications and involvement in 2018-2019. Beginning in 2019-2020, a new position will be created to provide administrative support for parent and family involvement at the school site and communicate student progress to the families.

### 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:**

JESD does not have schoolwide programs and there are currently no students residing in residential facilities but the district will continue to monitor and support students when children are eligible.

## 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:**

JESD is aware of students identified as homeless students according to the McKinney-Vento Assistance Act (42 United States Code 11301 et seq.) and provide necessary assistance to support enrollment, attendance, and success. The JESD Homeless and Foster Youth Liaison works to develop strategies to work with families that are homeless and require additional support services.

## 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:**

JESD coordinates with the local high schools to facilitate effective transitions for students from middle schools to high school. The district holds transitional IEPs for all 8th graders transitioning to high school. The district coordinates with the high schools to enroll in classes and forwards all communication from the high school to 8th graders and their families.

## Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Gifted and Talented Education Students are being supported using LCAP Funds. Library programs and digital literacy skills are also supported with LCAP Funds.

## 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:**

JESD does not participate in Title I, Part D Funding.

### 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:**

JESD does not participate in Title I, Part D Funding.

### 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:**

JESD does not participate in Title I, Part D Funding.

### 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:**

JESD does not participate in Title I, Part D Funding.

### 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:**

JESD does not participate in Title I, Part D Funding.

## 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:**

JESD does not participate in Title I, Part D Funding.

## 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:**

JESD does not participate in Title I, Part D Funding.

## 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:**

JESD does not participate in Title I, Part D Funding.

## 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:**

JESD does not participate in Title I, Part D Funding.

### 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:**

JESD does not participate in Title I, Part D Funding.

### 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:**

JESD does not participate in Title I, Part D Funding.

### 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:**

JESD does not participate in Title I, Part D Funding.

# 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 purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts: (1) improve teacher and principal quality through professional development and other activities, and (2) providing low-income and minority students greater access to effective teachers, principals, and other school leaders.

## 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 JESD gives opportunities for learning to all staff and they are able to obtain training to increase student achievement that addresses academic standards, teacher effectiveness and quality.

## 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:**

Staff are provided professional learning opportunities, collaboration time and additional training in order to obtain state required compliance contribute to increased or improved services. Staff attended training on a variety of topics to support children: MTSS, PBIS, RTI, Curriculum and Instructional Stratigies.

## TITLE III, PART A

### Title III Professional Development
ESSA SECTION 3115(c)(2)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The District is providing all teachers with GLAD training to be support the language development of EL students. GLAD® (Guided Language Acquisition Design) is one of a handful of existing instructional models that aim to help teachers by providing differentiated strategies to integrate instruction in English and grade-level content in a heterogeneous, mainstream classroom. Project GLAD is a multi-component K-12 instructional model designed to build academic English and grade-level content knowledge for students at varying levels of English language proficiency. (Goldenberg, 2013; Echevarria, Short & Powers, 2006) found that GLAD strategies provided marginal gains to English Learners vocabulary and writing skills, but no longitudinal studies have been done to date to assess the long-term effects of the strategies. The GLAD program is recommended by the California Department of Education and the Orange County Office of Education. The JESD offers ongoing support to review strategies and support the implementation of strategies district wide. New teachers are provided the certification training.

### 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:**

JESD does not receive Title III Part A funding for immigrant children.

### 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:**

English Learners are provided designated and integrated ELD, using the best EL instructional practices to target students' language acquisition needs. Teachers implement GLAD strategies in addition to other research based strategies.

### 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:**

Jefferson Elementary School District provides each school with student scores for the English Language Proficiency Assessments for California (ELPAC) and California Assessment of Student Progress and Performance (CAASPP). The results are disaggregated and shared with the administration which in turn, is shared with teachers and EL Paras/Aides. The JESD promotes parent, family, and community engagement in the education of English learners with School Site Council, ELAC, DELAC, and LCAP committees. Site English learner (EL) goals are defined in the Single Plan for Student Achievement at each school and action is based on the data. The JESD ELAC and DELAC reviews annual data and the District English Learner Plan to ensure Title III requirements are fully implemented across the district in accordance with the master plan. In addition to state summative test data, sites administer DIBELS three times per year to all students. English Learners are provided designated and integrated ELD, using the best EL instructional practices to target students' language acquistion needs. Teachers implement GLAD strategies. The JESD ensures consistency by reporting of school sites to the District on programs and implementation. Sites are monitored by data analysis of EL progress in achieving English proficiency.

# 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:**

Title IV, Part A Funds are used to increase the capacity of local education agencies (LEAs) to meet the goals of the ESSA by providing all students with access to a well-rounded education, improving school conditions for student learning, and improving use of technology in order to improve the academic achievement and digital literacy of all students. JESD utilizes these funds to provide a Band elective outside of the school day so that students who are enrolled in intervention within the day do not miss out on the elective offering.