

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

LEA Name

Big Valley Joint Unified School District

CDS Code:

18-64089

Link to the LCAP:

(optional)

www.bigvalleyschool.org

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.

Big Valley Joint Unified School District's goals are to continue to assist all students moving toward proficiency in ELA and mathematics as measured by MAPS, CAASPP, ELPAC and other district assessment instruments chosen by teachers. The District has chosen to direct federal funds towards three efforts:

1. **SUPPORT INTERVENTION PROGRAM:** Paraprofessional staff under the supervision of the classroom teacher will provide Tier 2 and 3 level academic supports to individual students. The K-12 Intervention Teacher will focus efforts at the elementary school to develop Pre- and Post- tests in mathematics and develop the Tier 3 Intervention program including entrance and exit criteria.
2. **TEACHER:** Title II funds support professional development and training in assessments and intervention curricula. The District will provide teacher collaboration time to allow teachers and support staff to use data systems of formative, interim and summative assessments to drive their instruction.
3. **ASSESSMENTS:** Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. Identifying students who may be at risk for academic failure. Teachers will develop Tier 2 lessons and strategies to support students who are identified as not meeting grade level standards and remediate their gaps in learning.

Alignment

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

The District's mission, WASC student learning outcomes (SLOs), single plan for student achievement (SPSA) and goals of our LCAP, is to "Strive for Excellence". The District strives to align the use of federal, state, and local funds to help students grow academically. The LCAP describes the following efforts that contribute to this: continue to ensure all teachers are qualified and appropriately credentialed by providing beginning teacher induction programs (LCAP Goal 2, action 1), provide professional development and instructional coaching as well as staff collaboration time to increase student learning outcomes (LCAP Goal 2, action 2), develop the curriculum, alignment, and mapping process to include development of pacing guides, lesson design, formative and summative assessments (LCAP Goal 2, Action 3), ensure that students have access to first good instruction in the form of high quality core instruction; including universal access in differentiation in mathematics for all students through professional development (LCAP Goal 2, Action 4), train staff on systems for the use of data systems of formative, interim, and summative assessments (LCAP Goal 3, Action 1), provide Tier 2 and Tier 3 interventions to remediate their gaps in learning (LCAP Goal 3, Action 2), maintain an instructional support staff to assist teachers and other certificated staff toward meeting student academic performance objectives (LCAP Goal 3, Action 6), and focus the K-12 Intervention Teacher's responsibilities at the elementary school to strengthen the intervention program (LCAP Goal 3, Action 10).

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

- A. All students will have access to well-rounded, first good instruction (Tier 1) in the form of high quality core instruction, appropriate amount of instructional time per grade level, and access to dual enrollment programs. Tier 1 curricula exists and procedures are in place to measure fidelity of implementation.
- B. All students will complete universal screenings. Progress monitoring occurs at least three times a year. Identification includes district math pre- and post- tests, CAASPP, ELPAC, MAPS, and multiple other sources.
- C. Students who are identified as not meeting grade level standards in Mathematics and E-LA will be provided Tier 2 and Tier 3 interventions to remediate their gaps in learning. The K-12 Intervention Teacher will implement Tier 3 interventions, facilitate the use of paraprofessional staff, and provide additional academic support.
- D. Teachers will utilize collaboration time to develop curriculum alignment and mapping process to develop pacing guides, lesson designs, formative and summative assessments. Staff will be trained on the use of data systems of formative, interim, and summative assessments to drive their instruction to meets the needs of all students.

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

The District has implemented fully the components of the Positive Behavior Supports and Interventions (PBIS). To reduce the overuse of discipline practices that remove students from the classroom, the District provides a school tiered model. All students receive Tier 1 level of supports; such as access to the ticket reward economy, PBIS store, End of Year Field Trip. Tier 2 level of supports include check in/check out system, one-on-one PBIS behavior aide counseling, behavior contracts, parent conferences, Saturday School, and/or campus beautification. Tier 3 level of supports include wraparound services consultation, behavior intervention plan, and/or multiple Saturday School referrals.

Career Technical and Work-based Opportunities

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

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

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

(A) The District offers CTE pathway in Agriculture Education through the Carl D.Perkins grant, and the Agriculture Incentive grant. The District matches the Carl D. Perkins grant and Agriculture Incentive grant, so students have the opportunity to attend agriculture education contests, conferences, and events.

(B) The US Forest Service offered the Basic 32 hour fire science class to students who are interested in obtaining employment in the fire fighting profession.

(C) We do not offer work-based learning opportunities due to the rural location of the school district and lack of access to industry professionals.

TITLE II, PART A

Title II, Part A Activities

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

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

Title II funds are dedicated towards training teachers on intervention programs, curricula, and/or data collection or towards implementing a multi-tiered system of support for all students and induction programs.

Induction for Teachers: Alliance for Teacher Excellence (ATE) program supports the growth and development of general education, Multiple Subject or Single Subject preliminary credentialed teachers through a mentor model while simultaneously fulfilling Commission on Teacher Credentialing (CTC) guidelines for obtaining a clear credential. Mentors provide individualized support that is aligned with current District goals leading towards accelerating new teacher practice. The District will provide professional development and instructional coaching as well as staff collaboration time to increase student learning outcomes and support instruction, assessment, and curriculum aligned to California State Standards and Next Generation Science Standards (NGSS). The staff will continue to develop the curriculum, alignment, and mapping process to include development of pacing guides, lesson design, formative and summative assessments. The District will train staff on systems for the use of data systems of formative, interim, & summative assessments as well as to inform MTSS. See below to find the specific actions in the LCAP.

LCAP Goal 2, Action 1, Action 3, and Action 4 supports effective instruction. Goal 2, Action 1: Continue to ensure all teachers are qualified and appropriately credentialed by providing is Alliance for Teacher Excellence (ATE) for all first year teachers and second year teachers (Priority 1). Goal 2, Action 2: Provide professional development and instructional coaching as well as staff collaboration time to increase student learning outcomes and support instruction, assessment, and curriculum aligned to California State Standards and Next Generation Science Standards (NGSS) (Priority 1 & 2). Goal 2, Action 3: The District will continue to develop the curriculum, alignment, and mapping process to include development of pacing guides, lesson design, formative and summative assessments (Priority 2). LCAP Goal, Action 4: District will ensure that students have access to first good instruction in the form of high quality core instruction; including universal access in differentiation in mathematics for all students through professional development with Math Expressions and Big Ideas (Priority 1).

LCAP Goal 3, Action1, Action 2, Action 3, and Action 4 supports effective instruction. Goal 3, Action 1: Train staff on systems for the use of data systems of formative, interim, & summative assessments as well as to inform MTSS (Priority 4). Goal 3, Action 2: Students who are identified as not meeting grade level standards in mathematics, will be provided Tier 2 and Tier 3 interventions to remediate their gaps in learning. Identification includes district math pre and post-tests, CAASPP, ELPAC, MAPS, and multiple other sources (Priority 4). Goal 3, Action 10: Focus K-12 Intervention Teacher's responsibilities at BVES who will provide academic support for students who are below grade level, referred by the SST, or "At Risk" for not graduating on time (Priority 4).

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

In order to promote effective parent and family engagement as described under Section 3116, the BVJUSD will employ multiple strategies. Research has shown that authentic parent and family engagement and support must occur closest to the school. Therefore, the District will make sure that all family engagement focuses on students and their needs. The family engagement activities must have the goal of supporting the District's goal of obtaining 100% Graduation for all students.

Collaboration: The first strategy will involve collaborating with parents as leaders, encouraging them to participate in various forms of governance in the District. At schools, parents will be given opportunities to participate on the School Site Council, the Migrant Advisory Committee and the Big Valley Elementary School Parent Club. The first two of these school groups will provide input into the Single Plan for Student Achievement, containing programs and expenses related to federal categorical funding. The third group will review various general school programs and expenses. Parents' consistent and informed participation will enable meaningful consultation with them as stakeholders. In partnerships with school staff, the Big Valley School Site Counsel will develop and approve each school's Title I Parent and Family Engagement Policy and School-Parent Compact. The evidence demonstrating that schools address these requirements for parent participation will be sign in sheets/agendas. In addition, the District has a parent volunteer program which provides parents opportunities to be involved in their child's school by providing a variety of volunteer activities.

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

LCAP Goal 1, Action 11 promotes parent, family, and community engagement in the education of English learners. LCAP Goal 1, Action 11: Ensure that all parents have regular access to clear, concise, and easily readable information about their child's school and classroom including in Spanish: Weekly Grade Checks, school newsletter, school website, classroom newsletter, and biweekly bulletin (Priority 3).

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 poverty criteria used to select school attendance areas under Section 1113 is based on the number of children eligible for free/reduced meals under the National School Lunch Act.

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:

BVJSUD is a small, rural school district and has a limited master schedule. All students take the same classes respective to their grade level. For example, there is only one section of English 9. All freshman take English 9 at the same time by the same teacher.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Collaboration: The first strategy will involve collaborating with parents as leaders, encouraging them to participate in various forms of governance in the District. At schools, parents will be given opportunities to participate on the School Site Council, the Migrant Advisory Committee and the Big Valley Elementary School Parent Club. The first two of these school groups will provide input into the Single Plan for Student Achievement, containing programs and expenses related to federal categorical funding. The third group will review various general school programs and expenses. Parents' consistent and informed participation will enable meaningful consultation with them as stakeholders. In partnerships with school staff, Big Valley School Site Counsel will develop and approve each school's Title I Parent and Family Engagement Policy and School-Parent Compact. The evidence demonstrating that schools address these requirements for parent participation will be sign in sheets/agendas. In addition, the District has a parent volunteer program which provides parents opportunities to be involved in their child's school by providing a variety of volunteer activities.

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

Parents and guardians are informed about State standards, State and local assessments, ways to monitor their child's progress, and ways to work with their children to improve achievement in the following ways: written information that accompanies annual State testing results sent to each child who was assessed, face-to-face communication in conjunction with twice yearly parent conferences, written information with four-times-yearly progress reports, periodic weekly newsletter information, and Student Success Team (SST) meetings with families as needed. Once a year we collect feedback from parents and students via a brief school climate survey-California Healthy Kids Survey. The data is reviewed by the Site Council, teachers, and Executive Board and is incorporated into school governance documents.

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:

N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school board has adopted a Homeless Student Policy to provide for their needs. Briefly, that policy designates the Superintendent/Principal as the district liaison for homeless students to ensure that homeless students have full and equal opportunity to enroll and succeed. Eligible students are identified through the enrollment process in the registration packets. Should any such students enter our school, we would convene an SST meeting early in the school year to provide the best possible environment for the child. Homeless services will be provided to all homeless students, so they can participate fully in all school activities and programs for which they are eligible. We currently do not have any students that are from homeless shelters.

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:

Junior High School Orientation: Middle schools provide orientation prior to the beginning of school to support elementary school students transition to Junior High School. Students become familiar with the campus, receive their textbooks, and learn how to use a locker. Students will engage in team building activities to get to know their classmates and staff.
Summer School: Summer school is optional for junior high school students, but the program introduces college and career readiness skills, and provides the social-emotional supports to assist with the transition from middle school to high school.

Concurrent Enrollment: BVJUSD has entered into agreements with Lassen Community College and Chico State University to expand concurrent enrollment opportunities for high school students. The BVJUSD Board of Education and Lassen Community College have agreed on a matrix of community college courses that are aligned to the CA state standards of high school courses. These courses may meet graduation requirements, add an enriched curriculum, and offer additional options for high school students who are pursuing a high school diploma, career preparation, and a smooth transition to college. The District has supported students with funding college textbooks and enrollment fee through the LCAP (Goal 2, Action 8).

College and FAFSA/Dream Act Application Support: The District provided access to computer labs with Lassen College counselors available to help students and families complete applications.

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) The District does not receive funding for gifted/talented students.

(B) The District librarian works directly with both campuses 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 successful implementation of the Common Core State Standards (CCSS). The librarian provides services such as: Assisting school site personnel on library media center issues, Coordinating school issues such as library media center schematics, collection development, weeding, and staffing, Evaluating library books, selecting and developing collections, and cataloging, and Assisting in the development of California Model Library Standards-based lessons.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

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

N/A

Comparable Education Program ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II funds are dedicated towards training teachers on intervention programs, curricula, and/or data collection or towards implementing a multi-tiered system of support for all students and induction programs.

Induction for Teachers: Alliance for Teacher Excellence (ATE) program supports the growth and development of general education, Multiple Subject or Single Subject preliminary credentialed teachers through a mentor model while simultaneously fulfilling Commission on Teacher Credentialing (CTC) guidelines for obtaining a clear credential. Mentors provide individualized support that is aligned with current District goals leading towards accelerating new teacher practice. The District will provide professional development and instructional coaching as well as staff collaboration time to increase student learning outcomes and support instruction, assessment, and curriculum aligned to California State Standards and Next Generation Science Standards (NGSS). The staff will continue to develop the curriculum, alignment, and mapping process to include development of pacing guides, lesson design, formative and summative assessments. The District will train staff on systems for the use of data systems of formative, interim, & summative assessments as well as to inform MTSS.

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:

BVJSUD is a small, rural school district and funds will be prioritize to benefit all students. The District has identified that systemic weaknesses in mathematics and has focused comprehensive support and improvement activities and targeted support and improvement activities at the K-6. All students will have access to well-rounded, first good instruction (Tier 1) in the form of high quality core instruction, appropriate amount of instructional time per grade level, and access to dual enrollment programs. Tier 1 curricula exists and procedures are in place to measure fidelity of implementation. All students will complete universal screenings. Progress monitoring occurs at least three times a year. Identification includes district math pre- and post- tests, CAASPP, ELPAC, MAPS, and multiple other sources. Students who are identified as not meeting grade level standards in Mathematics and E-LA will be provided Tier 2 and Tier 3 interventions to remediate their gaps in learning. The K-12 Intervention Teacher will implement Tier 3 interventions, facilitate the use of paraprofessional staff, and provide additional academic support.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

The District supports the Title II Professional Growth and Improvement programs' continuous improvement by sharing and consulting around outcome data from employee development and support evaluation system. Data represent all indicators of the multiple measures evaluation system; evidence and ratings from classroom observations, instructional and professional growth objectives data, stakeholder feedback, data-based objectives of student and educator achievement and performance data as well as final overall evaluation ratings and comments. Professional learning provide annual measures of program outcomes to teachers and stakeholders. These data are used to guide programmatic changes and professional development for program staff. Professional learning will train staff on systems for the use of data systems of formative, interim, & summative assessments as well as to inform MTSS to improve student achievement.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

To enhance teacher, paraprofessional, school support staff, administrator capacity to support the English learners in meeting or exceeding English language development benchmarks (increase one proficiency level per year) and the same challenging state academic content standards that all children are expected to meet, the following professional development will be provided:

- Newly adopted curriculum, leveraging the digital resources
- Lesson planning
- Analysis of ELD Standards
- Instructional implications of English Proficiency Assessments of California (ELPAC), modeling the integration of ELPAC task types with adopted ELD/ELA curricula
- Foundational Literacy Skills
- EL Instructional Approaches (Active Listening, Extended Communication, and Oral Summarizing)
- EL program data analysis to inform instruction and targeted intervention. Currently, the District has 9 English Learners.
- The purpose of the District-wide professional development is to enhance staff capacity to understand and implement curricula, formative and summative assessment practices and measures, and instructional strategies for English Learners. Moreover, the District will invest in EL parent outreach and engagement to ensure parents are equal partners in the education of their children.

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:

N/A. Currently, the District has 0 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:

To strategically increase the English language proficiency and academic success of English Learners, the District will implement programs, services and supports for English Learners. The District's ELD program for English Learners, consists of Integrated ELD, incorporates Multi-Tiered System of Supports for English Learners to achieve English fluency and academic success. The District is committed to expanding and enhancing instructional programs and/or opportunities for English learners to develop English fluency, mastery of academic content, and multi-literacy. The district will continue to fund supplemental services and supports for English Learners which include purchasing supplemental instructional materials. The District is also committed to providing targeted ELD or academic content intervention for English learners who are not making adequate linguistic or academic progress. Furthermore, the District will provide staff, supplemental instructional resources to support the delivery of high quality Integrated ELD instruction. The goal is to support teachers in developing lessons that help English Learners engaged in structured use of academic language through disciplinary, academic discussions, which will support English Learners English language development and mastery of grade level standards.

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:

Through the use of the Aeries, English learner progress will be monitored to ensure they are making adequate linguistic and academic progress. Teachers, EL Designees, and administrators will utilize Aeries data reports to:

- Identify instructional needs of EL students
- Inform Integrated ELD instruction
- Inform professional development needs, and

Provide high quality instructional programs for ELs and Integrated ELD instruction, professional development, supplemental materials or resources, and intervention programs to ensure English learners make progress in learning English as measured by the English Language Proficiency Assessments of California (ELPAC Summative), achieve English fluency, and meet or exceed grade level content standards as every student is expected to meet

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:

BVJUSD does not receive Title IV, Part A funds at this time, but will be applying on this year's CONAPP. If the District receives Title IV, funds will be used to support the District's goal of a more positive school culture and a well-rounded education and activities related to supporting safe and healthy students. There is a need to provide mental health support for students struggling with appropriate classroom and school behaviors. At the elementary school level we have an increasing number of students in need of early intervention for mental health support, specifically as it relates to behavioral and verbal challenges. Support provided would be achieved through the District obtaining a partnership with a Mountain Valleys Health Center for a mental health counselor. Intended outcomes and program effectiveness will continue to be evaluated by the PBIS District team along with SWISS data analysis. The PBIS system is an evidenced-based, comprehensive behavior management system that has been successful for the last five years at Big Valley Joint Unified School District (BVJUSD).