

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

## LEA Name

Central Union High School District

## CDS Code:

1363115

## Link to the LCAP:

*(optional)*

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## 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 2019-2020 CUHSD LCAP identifies 44 actions/services designed to support efforts to address the state's eight priorities and achieve the district's six overarching goals. These goals focus broadly on the areas of student achievement; strategies and resources; Common Core state standards; communication; school connectedness, access, and support; and basic services.

Federal funds supplement the LCAP goals and actions with specific activities that enhance the services and resources offered to students. Decisions about the use of federal dollars are made almost entirely at the school level based on analyses of needs and the input of stakeholders. Teachers, parents and students are key to determining the types of additional supports that will best address the unique needs of each school's students. Services that augment the base program including tutoring, after-school interventions, summer programs for at-risk incoming freshmen, program improvement support personnel, professional development, instructional coaching, parent engagement activities, and supplemental materials are all supported by federal funds as detailed in both SPSAs and the LCAP.

## 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 2019-2020 CUHSD LCAP is a comprehensive document that specifically details over 80% of the district's total unrestricted and restricted expenditures. The planning process is continuous and relies heavily on the input from school site leadership teams. Beginning early in the fall, analysis and sharing of both quantitative and qualitative data sources serves as the foundation for the planning for the subsequent year's LCAP and SPSAs. This data is used for the purpose of evaluating the effectiveness of programs and services. Site personnel have access to the district's web-based LCAP planning document to which they add, revise, and/or strike actions and expenditures from the current plan.

Based on stakeholder input and in conjunction with their School Site Councils, schools identify actions which are aligned with and supplement LCAP and WASC goals and can be appropriately supported with federal funding sources including Title I, Title II, Title III, Title IV and Perkins, as well as with state restricted programs and LCFF dollars. Specific expenditures related to services, support staff, instructional materials, technology, and professional development are then detailed in SPSAs (and when applicable, are also included in the LCAP).

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

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

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

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

**Career Technical and Work-based Opportunities**

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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

## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

### TITLE I, PART A

#### Poverty Criteria

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

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

The five schools in the Central Union High School District were ranked according to the percentage of low income students. The ranking is as follows:

1. Phoenix Rising - 86.21% low income students
2. Desert Oasis High School - 81.25% low income students
3. Southwest High School - 72.81% low income students
4. Central Union High School - 72.74%

All sites were eligible were to be served. Only Phoenix Rising and Desert Oasis were required to be served due to a low income percentage higher than 75% and higher than the LEA low income percentage. Southwest High School and Central Union High School were allocated funds under the discretionary code A: Below LEA Average and at or above 35% student low income." During the 2020-2021 school year, Phoenix Rising High School was designated as school-wide rather than targeted assistance.

## **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:**

Central Union High School District is composed of two large comprehensive high schools (Central Union High and Southwest High), a continuation high school (Desert Oasis High), and a small alternative school of choice (Phoenix Rising). Minority students comprise 95-99% of each school's student population. As measured by Free/Reduced Price Meal (FRPM) eligibility, more than 73% of students districtwide are identified as low income.

The initial step in CUHSD's process for identifying and monitoring potential disparities among schools involves the compilation and analysis of pupil and staffing information as reflected in the 2020-2021 student enrollment and projected 2021-2022 teacher data that follows:

- Southwest HS – 1949 Students. 72.4% FRPM. 96% Minority. – 92.8 FTE Teachers. 3 Inexperienced Teachers (3.23%). 0 Ineffective/Out-of-Field Teachers. No current vacancies.
- Central Union HS – 1935 Students. 76.4% FRPM. 97.4% Minority. – 87.2 FTE Teachers. 2 Inexperienced Teachers (2.29%). 0 Ineffective/Out-of-Field Teachers. 2 current vacancies.
- Desert Oasis HS – 129 Students. 91.8% FRPM. 99.3% Minority. – 8.6 FTE Teachers. 1.6 Inexperienced Teachers (18.6%). 0 Ineffective/Out-of-Field Teachers. No current vacancies.
- Phoenix Rising HS – 30 Students. 91.4% FRPM. 97.6% Minority. – 2.6 FTE Teachers. 0.4 Inexperienced Teachers (15.4%). 0 Ineffective/Out-of-Field Teachers. No current vacancies

The district found there to be no significant disparity in teacher's qualifications among its schools. Furthermore, stakeholders involved in the analysis of the data determined that CUHSD employs uniform hiring and assignment practices that allow for school administration to select the most qualified persons to serve all students. Oftentimes this means that an enthusiastic new-to-the-profession candidate is deemed to be the best fit for the school. While the district strives to minimize disparities among schools in the level of effectiveness or experience of its teaching staff, heightened efforts are made to ensure that its alternative and continuation schools are staffed with highly qualified teachers. Phoenix Rising and Desert Oasis have the fewest inexperienced/ineffective/out-of-field teachers numerically, however the percentage is higher due simply to the low number of teachers overall.

To mitigate any disparities among schools and classrooms in the effectiveness of the teaching staff, stakeholders expressed their strong belief that high quality professional development is key. All inexperienced teachers will receive additional support provided by four district-wide Instructional Coaches, as well as by their department chairpersons and other veteran staff members. Frequent observations by both administration and coaches will be followed up with reflective conversation and feedback designed to strengthen instructional practices. New teachers will also be required to participate in a planned series of workshops and trainings offered within the district, by the Imperial County Office of Education, and by external professional development providers. When vacancies occur, the Human Resources Department recognizes that the isolated location of the district, the area's high poverty rate, the limitations in community amenities, and the oppressive summertime temperatures present significant challenges to attracting a strong pool of qualified applicants. The department will continue its rigorous recruiting efforts that include both online and newspaper advertising as well as participation in a variety of recruitment fairs locally, in other California counties, and in other states. The district has identified its greatest difficulty in finding and hiring experienced, effective, and in-field teachers in the areas of science, mathematics, and Special Education. The possibility of offering hiring incentives to new teachers, particularly in these high need subjects, is being considered along with other strategies aimed at attracting and retaining qualified instructional staff.

## **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).

One CUHSD school, Desert Oasis Continuation High School, has been identified for Comprehensive Support and Improvement (CSI). With its small student population of approximately 129 students, administration and staff are able to develop relationships with and communicate frequently with parents and guardians. Throughout the year, the site holds a variety of parent, staff, student, and community meetings. Information about existing programs and services is shared, achievement and other performance data is reviewed, and opportunities are provided for input about areas of need and improvement. Recommendations for new services are discussed and evaluated to determine the potential impacts (based on research of effective practices) and the feasibility of implementation. Additionally, surveys of each stakeholder group are conducted and the results are reviewed and discussed at School Site Council meetings. Based on the evaluation of input from meetings and surveys, new/revised services and actions are prioritized and incorporated into the Comprehensive Support and Improvement Plan.

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The CUHSD Board, administration, and staff maintain a deep commitment to engaging parents as partners in the education of the district's pupils. The CUHSD Board of Trustees adopted an updated Parent Involvement policy on May 12, 2020. Prior to adoption, parents on School Site Councils were provided the opportunity to review the policy and give input. Copies of the policies are distributed to parents during student registration. The district policy is posted on the district website, and the site level policies are posted on the respective schools' websites.

Program Improvement Resource Teachers (PIRTs) serve as the key leaders in implementing parent engagement activities at the school sites. The PIRTs solicit input from parents and guardians during regularly scheduled meetings about a wide variety services and programs, including ways to improve school staff members' understanding of the value of parent contributions and about strategies for effective school-to-home communication. Additional training for PIRTs is planned, who in turn will provide training for teachers, counselors, support staff and administrators about working with parents as partners, implementing parent programs, and strengthening ties between parents and school.

The District provides a wide variety of opportunities for parents to be involved through participation in advisory committees and booster clubs. The LEA level Migrant Parent Advisory, District English Learner Advisory, and LCAP Parent Advisory Committees allow for the meaningful sharing of information and gathering of input regarding school programs throughout the year. In addition, at the school level, meetings of Site Councils, English Learner Advisory Councils, LCAP Parent Advisory Committees, and band/athletic booster clubs occur on a regular basis. With just a few very rare exceptions, CUHSD parents' dominant languages are English and/or Spanish, and most meetings are delivered in both languages. Whenever needed, interpreter services are provided. Accommodations for parents and/or family members with disabilities are available as necessary. Multiple general informational meetings are held throughout the year addressing a wide range of topics including, but not limited to:

- Graduation and a-g requirements
- Special programs and services such as CTE pathways, Academies, designated EL courses, Migrant programs, Special Education programs, tutoring, Saturday School, AVID and AP/IB programs.
- Extra-curricular activities, including clubs and athletics
- Supplemental Title I and LCAP (LCFF Supplemental/Concentration) services
- School Safety

An annual Back-to-School night held during the first month of the school year provides parents an opportunity to meet their students' teachers and learn about course content, state standards, class expectations, assessments, and grading practices. At any time throughout the year, parents may schedule to meet with teachers and/or counselors about any matter pertaining to their child. As a result of parent input last year, a LCAP action (Goal 1.9) was added that provides for extended hours on designated dates during which counselors will be available to meet with parents whose work schedules don't allow for them to meet during the schools' regular hours.

Numerous musical, dance and theatrical performances attract large audiences of parents, and one school hosts an annual celebration of the visual and performing arts which is very well attended.

### **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.

All sites in the Central Union High School District operate Schoolwide Programs and provide a broad array of services designed to close the achievement gap, as well as upgrade the entire educational program. The schools' primary objective is to ensure that all students, especially those identified as low achieving, are provided the instructional resources and services necessary to help them develop proficiency on state academic achievement standards.

During the regular school year, the Link Crew program focuses on providing support to 9th grade students in an effort to help minimize the stresses associated with the transition from middle to high school. Upper classmen serving as Link Crew members strive to establish positive relationships with younger students and serve as role models

The schools' Title I funded support staff work together systematically to address the deficits exhibited by lower achieving students and include tutors, AVID program TOSAs, program improvement resource teachers, instructional coaches, and intervention teachers. Supplemental instructional materials and technology resources, including student devices and online learning applications, enhance instruction and aid struggling students in acquiring skills and knowledge needed to make gains that move them towards grade level competency. As previously described, involvement of parents as active partners in the educational program is also a key component of Title I activities.

The district's primary focus for ongoing professional development is centered around Equity for All with a focus on strategies and techniques to increase student achievement and access to core curriculum. Related workshops and training are supported with Title I and other state and federal funding sources.

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:**

No schools in the Central Union High School District operate under the targeted assistance model.

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district's School Psychologist/Family Resource Center Coordinator, Dr. Terri Fernandez, serves as the liaison for Homeless students. She regularly communicates with school site staff and assures that they are knowledgeable of the district's Homeless Education policy and about the rights of Homeless students. Additional support is provided by Counselors on Special Assignment at each school site. These pupil support staff monitor Homeless student attendance and performance and ensure that students access all appropriate services. Additional resources such as PE uniforms, basic school supplies, health/hygiene supplies, and eyeglasses are provided as needed. Based on individual circumstances and needs, students are referred to other social and health services agencies.

**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.

The Link Crew program's goal is to welcome freshmen, make them feel comfortable, and discover what it takes to be successful at the secondary level. The Success 101 course is required of all 9th grade students and teaches a critical-decision making process and culminates in the development of a 10-year Career & Education Plan. To increase their awareness of local opportunities for postsecondary studies (including CTE) and support them in their research for future plans, Freshman Success 101 students participate in a field trip to Imperial Valley College. Follow-up Stay Focused modules presented in grades 10-12 help students maintain direction and provide opportunities to revisit their goals and modify their plans.

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:**

CUHSD schools coordinate funds from a variety of sources, including Title I, to support programs designed to serve gifted and other high performing students and to provide effective library services.

The AP Potential Report is utilized by administration and counselors to identify students who scored well on the PSAT and are good candidates for success in AP/Honors classes. These students are encouraged to enroll in challenging courses. Teachers also make recommendations to counselors about placing identified students into more rigorous courses based on the academic capacity/drive that the teacher has observed in his/her classroom.

The CUHS and SHS list of Advanced Placement offerings is extensive, with course enrollments exceeding 1,500 districtwide. AP tutoring is provided to support students in preparation for exams. The district helps offset the cost of exams for low income pupils, and in 2019-20 will also assist non-low income students with fees when they take a second and third exam. SHS just completed its fourth year of implementation of its International Baccalaureate Programme.

As part of the LCAP planning process, a need was identified to re-imagine library facilities and services. In addition to maintaining a current collection of traditional hard copies of books, it was determined that the schools' libraries should be redesigned as cutting edge technology centers; as hubs for students to congregate to work on collaborative projects; as a welcoming place for parents, staff, and students to meet; and as professional development centers. Demolition and construction at the SHS Library has already begun, and plans for modernization of the CUHS Library will soon be under way.

To help develop student literacy (including digital) and research skills, one-semester Information Literacy courses taught by librarians are offered. When teachers request, librarians also provide lessons to classes of students that focus on utilizing databases, research skills, digital literacy, etc.

**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:**



## **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:**

This item is not applicable to CUHSD

### **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:**

This item is not applicable to CUHSD.

### **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:**

This item is not applicable to CUHSD.

### **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:**

This item is not applicable to CUHSD.

### **Educational Needs** ESSA SECTION 1423(5)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

This item is not applicable to CUHSD.

**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:**

This item is not applicable to CUHSD.

**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:**

This item is not applicable to CUHSD.

**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:**

This item is not applicable to CUHSD.

**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:**

This item is not applicable to CUHSD.

**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:**

This item is not applicable to CUHSD.

**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:**

This item is not applicable to CUHSD.

## **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:**

CUHSD provides a comprehensive system of professional growth and improvement that utilizes internal and external resources and includes in-services, workshops, conferences, coaching, modeling, and collaborative team learning. While the primary focus of districtwide professional development is centered around equity for all and blended learning, there is a wide range of other areas that are aligned with LCAP goals for which the district offers broad support for professional learning.

For new teachers, prior to their first day of employment, the district initiates support with an introductory orientation to review district and site based protocols, effective teaching strategies, demographics and district data, and to introduce teachers to curriculum resources. Throughout the school year, instructional coaches conduct monthly meetings with new teachers at their sites of responsibility to help them to continue to navigate their first year of teaching, providing additional instructional support through strategies and coaching in the classroom. CUHSD is also actively involved with the Imperial County Office of Education (ICOE) in the provision of Induction Support through the designated district lead (Director of Instruction and Technology). The district conducts monthly Induction meetings to provide training and support for completion during the two years of the program. Participating teachers are required to participate in multiple trainings throughout the year that help fulfill the professional development requirements of their induction plan.

ICOE also provides training and support to principals and assistant principals, and other district administrators in order to continually hone leadership skills and build expertise in effective instructional strategies. The district strongly supports participation by administrators and teacher leaders in the Association of California School Administrator (ACSA) leadership development academies that are provided bi-annually in Imperial County.

### **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:**

As previously indicated, all four of the district's schools are high poverty and high minority. Historically, Title II funds have been allocated proportionally to schools based on student enrollment. Because the continuation and alternative schools serve small at-risk student populations, the district supplements their budgets whenever necessary to ensure that all staff are able to participate in professional development and improvement activities at a level that equals or exceeds what is provided at the comprehensive school sites. In 2018-19, Title II distribution of funds began following the practice in place for Title I and calculated site allocations on a per low-income pupil formula.

Priorities for use of funds for professional development are determined as a result of input from stakeholders in the development process of LCAP and SPSAs. Needs are analyzed, specific trainings/workshops are identified, and appropriate funding sources are determined based on the purpose of the professional development.

As the district's only school identified for Comprehensive Support and Improvement, DOHS staff have worked diligently with the district and with Imperial County of Education in mapping out targeted professional development activities for 2019-20 to address areas of identified need. The district is in the process of negotiating a MOU with ICOE for a series of trainings for DOHS teachers focusing on creating a culture of using data to drive instruction and effective teaching practices.

### **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:**

CUHSD recognizes the importance of evaluating a broad range of data to determine where needs exist as the basis for identifying the priorities for professional development. Some of these data sources include graduation rates, suspension/expulsion rates, A-G completion rates, AP/IB results, and CAASPP test scores. These are reviewed as a whole and disaggregated by subgroups to meaningfully study how individual populations of students are achieving. Other data that are collected within the district are derived from staff, student, parent, and community surveys. An annual professional development survey provides feedback about the prior year's activities and identifies areas of interest for the upcoming year. Collectively, this information is used for LCAP and SPSA planning and prioritization.

## **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:**

CUHSD offers significant professional development opportunities to all certificated staff (LCAP Goals 2.2 & 3.1). In addition, funds are allocated for teachers in the English Learner program and administrators to participate in EL program-specific trainings such as Project VOICE, effective EL instructional strategies, and others provided by the Imperial County Office of Education. (LCAP Goal 2.5)

Training for teachers regarding effective curriculum development processes and planning lessons is also provided within the district by the CUHSD Instructional Coaches and the Director of Instruction and EL Programs (LCAP Goals 2.2, 2.3, & 3.1). As teachers participate in vertical articulation with colleagues to effectively sequence the progression of English skills presented and mastered at each of the levels of the program (ELD through SEI courses), important professional learning will occur. Beginning with identification of learning outcomes and the creation of summative and formative assessments, teachers will continue their work together as they collaboratively “chunk” the instruction into more comprehensible segments. The ongoing plan for professional development for English Learner teachers also includes a more focused dive into the ELD Frameworks and Standards as well as ELPAC competencies.

During the 2019-2020 school year, teachers received in-district training implementing accommodations for ELLs and the ELPAC testing process. Plans are in place to train Administration on the EL Roadmap during the 2021-2022 school year in a partnership with the Imperial County Office of Education as part of a Leadership Learning Series.

EL Program staff attended locally provided training this past year in order to administer both the Initial and Summative ELPAC test to students in the most effective way possible. EL program team members worked collaboratively with the district’s data analyst to review EL information and make certain that data inputs were as correct as possible to ensure the accuracy of data from which staff could work to identify student needs.

Staff is surveyed yearly to determine if professional development options have been ones that meet their instructional needs for our English Learners. Data from the spring ELPAC testing is also reviewed and discussed to determine if student scores show areas of need that can be addressed in the following year through PD.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district is not eligible for Title III Immigrant funds.

### **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:**

CUHSD offers a coordinated and sequential program for English learners designed to facilitate acquisition of English while concurrently learning academic content. Leveled ELD, bilingual courses, SEI courses, and English support courses (SAIL/ALAS) provide for a continuum of instructional that is tailored to the language level of pupils. All specially designed courses offered are aligned with the CCSS/NGSS/State Standards in order to provide rigorous instruction that builds on the students' capacity in the subject matter.

The district utilizes the LAS Links program and EDGE curriculum to help pre-assess and deliver instruction to students who are new to the US school system. Online resources such as NewsELA Pro and Rosetta Stone provide supplemental English language development in both the integrated and designated ELD settings as required (LCAP Goal 2.5). Instruction in structured support courses enhances skills that are being worked on in the regular classes. Supporting Academic Instruction and Language (SAIL) classes supplement the regular Pearson curriculum for Level 2 students using the Pearson ELD Companion in an additional hour of English with the same teacher. Academic Language and Support (ALAS) classes provide support for Level 3-4 EL's in the mainstream ELA courses (LCAP Goal 5.6).

Teachers participate in curriculum development and articulation within the program as a part of ongoing efforts to support EL's (LCAP Goal 3.3). The program of study is evaluated yearly and revised as needed to best meet the needs of EL students (LCAP Goal 5.6).

Parents are annually notified of their students' course placement and are provided opportunities to have input. District and site level English learner parent advisory committees meet throughout the year. Programmatic information is presented and feedback is solicited.

## **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:**

All students in the CUHSD EL Program are tested annually using the ELPAC (English Learner Proficiency Assessments for California). The ELPAC is aligned with the CCSS and reflects the rigor of these standards in the assessment. Results of testing as well as other determining factors assist counselors in assigning students with the appropriate levels of coursework that are needed.

Students' performance data will be monitored throughout the year to determine if they meet district re-designation criteria and qualify to exit the EL program based on their levels of proficiency. The district's re-designation criteria are in alignment with CDE recommendations and are reviewed yearly with parents to ensure communication and input by parents is also taken into consideration when creating these criteria.

In the event that a district school site's EL students fail to meet the achievement goals as reflected in the state's Dashboard accountability system, school staff will be required to closely analyze the data and determine underlying causes. Descriptions of specific research-based actions designed to address need areas, including modifications to services, program offerings, and professional development will be incorporated in SPSAs. Actions will be monitored throughout the year to ensure fidelity of implementation.

## 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:

CUHSD developed its Title IV plan following consultation with multiple stakeholders including teachers, students, principals, other school leaders, instructional coaches, counselors, and support staff. In addition, the district maintains meaningful partnerships with other agencies, including Imperial Valley ROP, University of California Early Academic Outreach Program, Imperial Valley College, the City of El Centro and Imperial County Office of Education who provide regular input about school services. The needs assessment involved analysis of a broad range of performance and survey data including attendance rates, suspension/expulsions, referrals, dropouts, AP/IB exam participation and results, California Healthy Kids Survey, parent/student surveys, professional development surveys, and technology inventories at each school site.

In reviewing already available programs and resources at schools, it was found that the district currently offers a wide range of services related to the priorities of the Title IV program. Embedded in LCAP are multiple actions that support safe and healthy students including two El Centro Police Department School Resource Officers, eight security guards, two Assistant Principals for Student Services, a School Nurse, multiple health and physical education teachers, related professional development, as well as student and parent activities promoting health and safety. There is also a significant devotion of resources toward the effective use of technology, including dollars allocated for devices for teachers and students, infrastructure improvements, and instructional applications. In addition, a full time Technology Coach, Director of Supervision and Technology, and a five-member IT team support the use of technology in our schools.

Therefore, based on input from stakeholders (identified in the previous paragraph) it was determined that Title IV funding should be allocated toward school initiatives and priorities not otherwise fully supported by other state or federal funding sources. Proposed use of funds will include the following actions:

- Well-Rounded Educational Opportunities: Assist low income Advanced Placement and International Baccalaureate students with payment of exam fees. (\$36,200)
- Safe and Healthy Students: Provide additional funding for Positive Behavioral Intervention and Support (PBIS) professional development activities. (\$12,000)
- Effective Use of Technology: Provide additional funding for high quality professional development in the use of technology to improve academic achievement (\$6,000)

School Site Councils will annually evaluate the effectiveness of the activities supported with Title IV funding. Modifications will be made as needed and will be reflected in SPSAs.