

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

## LEA Name

Delano Union School District

## CDS Code:

1563404

## Link to the LCAP:

*(optional)*

www.duesd.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.)*

Title I, Part A  
Title II, Part A  
Title III, Part A  
Title IV, Part A

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Strategies for Title I, II and III federal funds to support and enhance local priorities and initiatives covered under the three goals of the district's LCAP:

Title I: In an effort to provide extended opportunities for our students, the district is providing Title I funds for targeted after school intervention at all school sites. The goal is to provide small group intervention in academic areas where students are struggling or need additional skill building opportunities. All school sites hold after school academies where they target specific reading skills, foundational math skills, or language instruction for English Learners. Schools also offer winter, spring, and/or Saturday academies for students that need more intensive intervention. Additionally, the district offers a summer school program that targets specific interventions for students who need extra support to perform at grade level. As indicated by CAASPP scores and local measures, our district needs to focus on improving results in the area of ELA and mathematics for all of our students. Our ELA and Math scores are in the yellow performance level of the California School Dashboard. The district will continue to provide support to all teachers to increase professional development activities and continue to employ the academic coaches who will work with teachers and principals to increase student performance in these areas. Parent engagement is a priority for the Delano Union School District, therefore, all school sites receive Title I funds specifically designated for parent engagement activities. These activities include: parent education nights, school informational meetings, and fun activities such as paint nights and awards night to encourage parents to be active in their child's learning. The district places high value on parent education as a support system for student learning. All school sites offer parent education nights where parents are taught skills to help their child at home and they are provided with resources to assist their efforts to support their children's learning. In an effort to prepare students to become 21st century learners and to have equal access to the tools needed for success, the district utilizes Title I funds to supplement instruction via the use of technology. The school sites have utilized Title I funds to purchase chromebooks to use as supplemental tools as part of their instructional practice. The school sites have also purchased supplemental software programs to assist students to gain the necessary skills to attain grade level proficiency.

Title II: The Delano Union School District places professional development as a top priority to support continuous student achievement. In order to keep current with the latest research and best instructional practices, the district supports new teachers, veteran teachers, and administrators by providing them with high quality professional development opportunities. The Title II funding for Improving Teacher Quality has been allocated to support professional development across all content areas, with a special focus on English Language Development. The funding also supports additional mentoring and support for new teachers. Providing this support to teachers and administrators positively impacts student achievement and is instrumental in the implementation of the district's goals.

Title III: The district places high value on the academic success of our English Learners. In an effort to improve services provided to our students, the district has hired an ELD Director with LCAP funding who oversees two EL academic coaches funded out of Title III funds. The coaches go to every classroom in the district to model lessons to teachers and provide support to improve classroom instructional practices. The effort from the coaches and the ELD director have made a significant impact for our EL and Immigrant population by providing professional development and ensuring English Language Development Standards are implemented. The district is committed to ensure that all parents are involved in their child's education. This includes parents of English Learners and Immigrants, with a special effort on involving the parents of EL students with disabilities. All school sites make a concerted effort to reach out to all parents therefore all notifications of school activities are mailed out in English and in Spanish. During parent informational meetings, the school sites provide language assessment data to parents of English Learners and Immigrants to ensure that they understand how their child scored on the CELDT/ELPAC. The district is committed to ensure that all students have equal access to all programs and activities provided by the district.

## 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 Delano Union School District is comprised of 12 schools: eight K-5 elementary schools, three 6-8 middle schools, and one K-8 school. Three of the schools in the district are dependent charter schools. All schools are responsible for completing their own Single Plan for Student Achievement (SPSA) which reflects their plan on how they will utilize their federal dollars. The goals in all of the school's SPSAs are strongly aligned to the district LCAP goals. The dependent charter schools write their own LCAP each year, and since they are dependent charters, their goals also strongly align to the district's LCAP goals. While each school has the autonomy to address their particular site needs, the base instructional program for the students is the same, therefore, the goals and actions must support the instructional goals and desired outcomes of the district's LCAP.

Stakeholder groups have multiple opportunities to provide input on the needs for the district and how LCFF funds should be utilized to better support the students. The action steps within the district LCAP are developed based on stakeholder input during stakeholder meetings and via surveys. The School Site Council at each school site helps to monitor the goals and actions for the use of federal dollars to support instruction. The school's SPSAs follow the district's goals and state priorities and discuss how federal dollars are planned to be used to supplement instruction for students. All schools in the district qualify for schoolwide Title I services, therefore, all students benefit from federal dollars. The actions within the SPSAs at each school all must align to support the base instructional program and desired outcomes set forth by the district.

One example of an LCFF funded action and service supplemented by federal funds is as follows: In Goal #1, Action 4 of the LCAP, the district has hired an ELD director who serves as a specialist for English Learners. The director addresses all instruction and best practices for English Learners as well as compliance items. With Title III funds, the district has supplemented the effort to better support English Learners by hiring two academic coaches that work with classroom teachers to train them and model lessons to support the implementation of Integrated and Designated ELD in all classrooms.

## ESSA Provisions Addressed Within the LCAP

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

### TITLE I, PART A

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

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

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

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

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

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

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

**Career Technical and Work-based Opportunities**

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

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

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

**TITLE II, PART A**

**Title II, Part A Activities**

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

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

**TITLE III, PART A**

**Parent, Family, and Community Engagement**

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

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

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

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

**TITLE I, PART A**

**Poverty Criteria**

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

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



## **ESSA Provisions Not Addressed in the LCAP**

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

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

### **TITLE I, PART A**

#### **Educator Equity**

ESSA SECTION 1112(b)(2)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district utilized CDE's DataQuest platform, CA Equity Tools, PEAT, and CALPADS data to attain the following information for the 2018-2019 school year: Enrollment, low income students, minority students, teacher workforce, and inexperienced teacher numbers. Ineffective and out of field teachers were identified locally through the human resources department.

The district disaggregated data reflecting the percentage of low income students per school site and the percentage of ineffective teachers at the sites. The data reflects the following results: The district's total low income population is 82.9%. There are a total of 355 teachers in the district with only 2 meeting the criteria of ineffective due to being in a teaching position that they are not authorized to serve. The 8 elementary school's low income data in ascending order is as follows represented in percentages: Morningside 68.4, Harvest 72, Albany Park 83.4, Nueva Vista 85.6, Fremont 86.2, Del Vista 86.5, Terrace 86.7, and Princeton 86.8. The 4 middle schools data is as follows: La Vina 72.3, Pioneer 84.1, Almond Tree 90.9 and Cecil 91.4. The two schools impacted are Almond Tree and Cecil. The percentage of teachers deemed ineffective is .6% for the district. Both teachers have been placed at different schools to reduce the number of low income students served. The low income students served by these teachers is .03% at Cecil and .03% at Almond Tree. Based on these numbers, low income students are not being taught at higher rates than other students by ineffective teachers.

Based on DataQuest reports, the percentage of minority students served in the district is 98.5%. All 12 school sites are above 95% in minority students. Only two teachers in the district meet the criteria as ineffective/misassigned teachers and they have been assigned to different middle schools. Cecil is at 97.4% and Almond Tree is at 99.2% minority counts. Based on the data above, the impact to minority students being taught at higher rates than other students by ineffective/misassigned teachers is Cecil .03% and Almond Tree .03%.

Data retrieved from DataQuest reflects the following: The district's low income percentage is 82.9%. There are a total of 18 inexperienced which is 6% teachers based on the CDE Staff Experience Report. All schools have less than 1% impact of inexperienced teachers. Low income students are not taught at higher rates than other students by inexperienced teachers based on the distribution of the inexperienced teachers and the percent of low income students. Our highest low income schools do not have a higher burden of inexperienced teachers.

The district used the CA Equity Tools to disaggregate data reflecting the percentage of minority students per school site and the percentage of inexperienced teachers. The data reflects the following: There are 18 inexperienced teachers and 98.5% minority students in the district. All schools are above 95% minority and all inexperienced teachers are distributed throughout all school sites to equate less than 1% at each school. Based on this analysis, minority students are not taught at higher rates than other students by inexperienced teachers. Our highest minority schools do not have a higher burden of inexperienced teachers.

Data was reviewed of the percentage of low income and minority students per school site and the percentage of out of field teachers, ineffective and inexperienced teachers at the sites. The district's low income population is 82.9% and the minority percentage is 98.5%. There are only two out of field teachers and they have been placed at different school sites. The total percentage of inexperienced teachers is 6% which is less than 1% per site. The district recognizes the importance of having as little impact as possible on low income and minority students taught by out of field, ineffective and inexperienced teachers. The district has taken the following measures to impact fewer students: The district has moved one of the teachers to La Vina to impact a lower population of low income and minority students and the other teacher will be finished with all credentials and will be effective as of December 2019. The district also utilizes a full time beginning teacher support coach to ensure that all inexperienced teachers are fully credentialed within a two year period.

Several stakeholder meetings were conducted throughout the school year to discuss student subgroups, placement, and equitable access. The district will continue to designate Title I and Title II funds to support professional development of teachers.

## **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:**

As part of the creation of the district's parent and family engagement policy, the district actively seeks input from parents to develop the policy jointly. Several parent meetings are conducted at times most convenient to all to ensure that parents have access to attend these meetings. The policy is revised annually to conform with parent input and concerns as well as state and federal guidelines. Each school site creates their parent and family engagement policies for their school jointly with their parents. The parent and family engagement policies are distributed annually in English and Spanish. At the district level, the parents receive the parent and family engagement policy along with the corresponding board policy via the annual distribution of the student/parent handbook. The schools distribute their policy and keep record of how and when it was distributed.

The district works arduously to include parents in every part of the decision making process for the district. The district utilizes Title I and LCAP funds to actively promote and support parent and family engagement. The LCAP Stakeholder Engagement meetings take place throughout the school year. Additional meetings are provided based on parent request for topics. The information gathered from parents at these meetings is utilized to guide the creation and revision of LCAP goals and actions. An annual Title I parent meeting is held at every school site to ensure consultation with parents and inform them of the Title I requirements for their school. The school's parent/school compacts are developed jointly each year with parents to ensure responsibility of all stakeholders and to increase two-way communication. The district and schools offer translation services as well as child care to help eliminate barriers and allow parents to attend district and school functions. It also provides special accommodations to families that have special needs such as sign language or physical accommodations. All notices from the district and school sites are sent in both English and Spanish to address family members with limited English proficiency. The LEA meets with migratory families monthly, encourages them to attend all school functions, and provides information on supplemental services provided to Migrant children. Family members of migratory children are encouraged to participate in decision making. In addition, all materials disseminated to all parents are presented in a format that is simple to understand, and all terminology is clearly explained for better understanding. The district will provide other reasonable accommodations that parents may request if possible.

During parent and family engagement events, the district aims to provide appropriate guidance to parents to help them understand their child's progress and current academic standing. These meetings also aim at educating parents to understand state and local assessments and how to read and analyze their child's test scores. The parents walk away from these events with tools and detailed information on state standards and assessments. This information will help parents understand the areas where their child may need extra support and will equip the parents with knowledge to be able to ask questions and advocate for their child's learning program.

The district supports all efforts of providing quality trainings to parents to help educate them on how to best help their child at home with their building of academic skills. The district provides quality professional development to all staff, including principals and other school leaders on how to communicate with parents to create a partnership in student learning. All school sites have parent education nights where they train parents on specific skills, such as; phonics instruction, math facts, and reading fluency so that parents can work with their child at home and reinforce the skills being taught at school. Middle schools provide parents with training on technology, social media awareness, bullying and gang prevention. The parents learn the importance of keeping up with the technology trends of their children and they learn how to monitor their social media. Parents walk away from the training with all the materials they need to help their child at home. As part of its parent and family engagement policy, the district commits to provide guidance and training to school leaders, teachers and support staff so that they have the necessary tools to assist parents as needed throughout the school year. Part of the parent education trainings include a pre-training for the staff to know how to better communicate their message to the parents and help build and support a positive relationship with them. All school sites are encouraged to coordinate their parent involvement efforts with all of their feeder schools including the preschools. This encourages parent engagement from an early age all the way through the 8th grade.

### **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:**

All schools within the Delano Union School District are Schoolwide Title I programs. Each school conducts an annual needs assessment in collaboration with parents to guide the efforts of instruction and determine how Title I funds will be used to supplement the goals and actions of the LCAP. The needs assessment also guides the SPSA of every school where Title I requirements are addressed. All children attending the district benefit from the support of Title I supplemental programs, therefore, they all benefit from the support offered through supplemental dollars such as Saturday school, after school intervention academies, winter and spring academies, and summer school. Title I funds are also utilized to supplement and strengthen the academic program during the school day. Teachers have access to supplemental curriculum to ensure that all learning gaps not addressed within the core curriculum are addressed with alternate materials. The use of academic coaches also ensures that the teachers are equipped with the best current strategies to support all students in their learning. Title I dollars are used to supplement efforts of actions within the LCAP to offer students the best opportunities for learning.

For students who qualify, the district provides accelerated curriculum. Students who qualify for GATE will participate in GATE instruction throughout the school year and will culminate in a GATE festival where they display an extensive research project. These students can also take an enrichment course during the district's summer school program. Students in the 8th grade may also take a concurrent enrollment course through one of the local high schools where they can obtain high school credit for successful completion of the course.

Students not meeting academic standards receive targeted intervention both during the school day and during the after school program. Title I dollars fund an after school academic liaison to prepare targeted interventions for students who participate in the after school ASES program. Students not participating in ASES also receive intervention after school through their classroom teacher.

An annual evaluation of all programs is conducted yearly. Through this evaluation process, the school sites determine which efforts are providing either positive or no impact on instruction. The results from this annual evaluation are documented in the school's SPSA and their goals and actions are based on the results. These results also determine how each school utilizes their Title I funds to supplement efforts for better quality of instruction. The Title I budgets are contained within each SPSA for all schools.

Targeted Support Programs - N/A

Programs for Neglected and Delinquent Children - N/A: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "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 Delano Union School District makes every effort to make certain that homeless students have equal access to all educational and extracurricular opportunities offered by the district. The district has a policy to ensure that homeless students have equal opportunities to access all instructional and extra curricular programs. The district has hired a Student Support Services director, partially funded out of Title I, who serves as the liaison for homeless students. The director ensures that all homeless students are offered the same rigorous academic program as all other students and that they are immediately enrolled upon arriving in our district. She reaches out to parents and informs them of their child's opportunities to participate in all district programs. She also ensures that if they are English Learners, that they are provided with appropriate language supports. She reaches out to the director of English Language Development for support with language assessments and appropriate placement. The director also works closely with the Special Education director if a homeless child has an active IEP or needs to be assessed for Special Education services. The district also houses a community connections program that assists families by connecting them with agencies that will help them food, medical support, and often temporary housing. The director works closely with a liaison funded by Title I funds to actively seek out homeless families and ensure that the children are attending school. The district designates Title I funds to help ensure that students attend school daily by providing transportation as needed. The district also provides the children with school uniforms, shoes, backpacks, and school supplies as needed.

### **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:**

N/A

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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

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

The Delano Union School district utilizes other funding sources to identify gifted and talented students. However; it does use Title I funding to serve their academic needs. All schools within the district are Schoolwide Title I schools, therefore, gifted and talented students receive access to all of the supplemental programs offered by the district, including accelerated courses. The district will utilize Title I funds to supplement the development and enhancement of school library programs in an effort to provide all students with the opportunity to develop digital knowledge and skills. As part of the district's efforts to provide all students with 21st century learning skills, the district is committed to provide students with the technology to have access to digital sources to assist in their research efforts and other academic needs. The district will provide quality professional development using Title I funds to teachers and school leaders to ensure that they have the appropriate skills to mentor and guide students who are gifted and talented. Title I funds will also be utilized to provide professional development to school leaders, teachers, and support staff to provide them with the knowledge to help build a successful and effective school library program to help students attain digital literacy skills. These digital resources will also be utilized during after school and Saturday intervention programs, also funded via Title I, to improve academic achievement.

## **TITLE II, PART A**

### **Professional Growth and Improvement**

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

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

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

The Delano Union School District supports the Teacher Induction Program through Title II funding. In order to build capacity for new teachers, the district commits resources to provide this group of teachers with the opportunity to participate in an Induction Program through our county office. The district hires a support specialist resource teacher to provide targeted professional development to all new teachers. All new and inexperienced teachers are provided with several years of support under this program. This system of support allows teachers to learn and collaborate together on predetermined topics of professional development. This group meets bi-weekly and are supported both in and out of the classroom by the support specialist.

The district supports all teachers via professional development opportunities throughout the school year. Each year, the district begins the school year with a targeted professional development day in which all teachers are required to participate. The district then has follow up trainings throughout the school year and utilizes academic coaches and administrators to ensure successful implementation of all targeted strategies.

Administrators and other school leaders are also supported via Title II funds. All administrators participate in the two-year CASC training provided by the Kern County Superintendent of Schools Office. In addition, the principals meet monthly for Curriculum and Instruction Leadership Team for professional development targeted for their growth on becoming better district leaders. Topics include data analysis and review of current practices. All professional development is focused on creating a continuous improvement model that supports all students in the district.

With the support of the district's data analyst, all teachers, principals, and other leaders utilize state and local data to support and determine all new initiatives for student advancement. The data is analyzed by school sites and subgroups in an effort to make informed decisions regarding professional development efforts as well as staffing in order to provide appropriate supports for students as needed. All professional growth and improvement is continuous and determined based upon analysis of data every trimester. Results from the evaluation of data allows the district to make adjustments regarding professional development to ensure continuous improvement.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

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



The district prioritizes funding based on ongoing data analysis that determines areas of needed professional growth. The data consists of state and local assessments such as SBAC, ELPAC and local benchmarks and assessments. The district then determines which areas need extra support and then funding is prioritized based on these needs. The district places high priority on supporting new and inexperienced teachers. A district support specialist resource teacher, funded through Title II, provides year-long support for this group of teachers. They meet bi-weekly throughout the school year and they receive targeted professional development. The support specialist also works hand in hand with the Kern County Superintendent of Schools Teacher Induction Program to ensure that new teachers are fully credentialed. Veteran teachers are also provided with quality professional growth opportunities each year. Based on data, the district determines areas of professional growth for veteran teachers. Administrators and all district leaders also participate in professional growth in order to ensure that the district's teaching and learning initiatives are being implemented.

There are no schools in the Delano Union School District that qualify for CSI and TSI. However, the district prioritizes all funding based on an extensive needs assessment involving several criteria. The district first analyzes student counts and accounts for the number of students the district serves who fall below the poverty line. The district then looks at enrollment numbers of each school and determines adequate funding for each school to ensure sufficient funding and that all student needs are met including students who are culturally and linguistically diverse. The district also conducts extensive school data reviews each trimester with school leadership. Based on these reviews, the district determines need for additional prioritized funding based on how the students are achieving academically and whether the school needs additional supports such as academic coaches or additional student intervention opportunities. All principals and other school leaders are provided with ongoing training each year to ensure that they support all improvement activities needed at their school sites based on the extensive data analysis with district office leadership. All new leadership take the CASC training through the Kern County Superintendent of Schools for two consecutive years. Upon the completion of this course, they continue to participate in monthly leadership team meetings with district administrators. All leadership is encouraged to attend training through the county office or through ACSA academies in the areas where they may have special interest for future advancement opportunities. In the event that a school within the LEA is identified as CSI or TSI, the district will also prioritize additional Title II, part A funding to those schools to provide training to all staff in an effort to improve academic achievement of all students as well as specialized training to enhance school and community relations as part of the improvement plan.

## **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 Delano Union School District conducts an extensive data analysis review every trimester of every school year. All school leaders take part in this effort along with district leadership. As a result of the data analysis, a plan is created for every school based on areas that need special attention. Based on these results, the district then prioritizes funding to ensure that improvement efforts are supported. Data reviewed includes state and local assessments such as SBAC, CAA, ELPAC and local benchmark scores. The district conducts stakeholder meetings at every school site each year. The parents are informed of the specific needs of their school based on data from the California School Dashboard and local data through the Illuminate platform. Based on the results of the data, the district determines the needs of each school and each subgroup of students. During the stakeholder meetings, parents are informed about the efforts that the district will make to ensure the growth of all students based on the data presented. Stakeholders are encouraged to provide feedback during all meetings. Stakeholder groups include: parents, staff, students, and community members.



## **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:**

With nearly half of the student population of the district identified as English learners, the district has placed high priority on ensuring all students receive appropriate language instruction to reclassify in a timely manner. All professional learning is selected to build teacher capacity in the successful instruction of English Language Development and is based on research and state and local data which identifies student and instructional needs. The district provides ongoing and sustainable professional learning that promotes a continuous improvement model. The Director of ELD and ELD coaches provide consistent professional development with a special focus on providing support for new teachers, implementation follow up, and formative assessment for refinement of instructional practices. All professional learning is content focused and will be of sustained duration.

To determine program effectiveness, the district will reflect on data every trimester during the school year. Data sources will include formative assessments for speaking and listening, chapter assessments in the curriculum adopted texts, and SBAC assessments. District leadership will meet approximately every trimester for data talks with all principals who provide updates on priority student lists. Included in these lists are students who are LTELs, Newcomers or EL students with disabilities who are showing little progress in English language development and literacy areas. In addition, the ELD coaches will participate in professional collaborative learning, and grade level sessions to review formative assessments. Engagement strategies that include assessment of listening and speaking will be a priority. Principals will monitor teacher professional learning communities and ensure that student data and writing samples reflect growth and refinement of instructional practices.

The district's ELD department will focus on the following specific professional learning opportunities to ensure continuous improvement of our students:

- \* ELD standards alignment to curriculum including ELA, Math, Science and Social Studies lessons for targeted ELD levels and ELD protected time blocks
- \* Planning with grade level teams to look at EL progress on how to expand lessons for more effective academic language production
- \* Coaches will continue to model and refine strategies for effective academic vocabulary learning routines and in the use of EL standards in all content areas for integrated ELD
- \* School sites will utilize professional development time twice per month set aside for teacher structured planning time and professional learning
- \* Next Generation Science Standards will be a focus for EL professional learning and content area access
- \* The ELD director will work with principals and coaching staff to add an additional layer of monitoring and implementation

The following specific instructional practices will be implemented as part of the district's EL program :

- \*continue to make connections between extended academic conversations and the ELD standards. Our goal will be to add another layer to our previous ELD professional learning to ensure all teachers and site administration have a deeper understanding of the power of oral language practice using academic vocabulary. Specifically, we will strengthen academic conversations through powerful prompts and specific language support for students.
- \*Special attention will be placed on Culturally Relevant Teaching (CRT). Based on professional learning for district teams in AVID, the district will also make culturally CRT a district wide initiative. Students' confidence and social-emotional well being is a top priority in our district and building a culturally cohesive classroom community is instrumental in helping ELs be fully confident to achieve in all areas. Administrators are encouraged to promote a climate of inclusion that promotes an environment that meets linguistic, cultural, and social-emotional needs of EL learners.
- \*The district continues to fund after school intervention for LTEL and other EL students using supplemental materials including but not limited to English 3D
- \*Site teams from each school site also attend the ELA/ELD Intensive Summer Institute on the Teaching and Learning Cycle from WestEd. As a result, the district will disseminate, model, and practice the institutes Keystone Pedagogy- Collaborative Group Work in the Content Areas, Collaborative Text Reconstruction, Joint Reconstruction of Text, Sentence Unpacking, Collaborative Summarizing, Expert Group Jigsaws, and Explore the Language of Text Types.
- \*DUSD is partnering with WestEd to provide a systemic model of professional learning in TK-K-2nd grade for language and literacy development.

## **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 identifies immigrant students upon arrival at the district and provides immediate supports for the students. District and site administrators easily identify immigrant students through the use of the district's data platform. Students are monitored both at the site and district level and interventions are put in place to ensure that they learn English at an adequate rate in order to attain reclassification. In the classrooms, the district utilizes individual and group settings, as well as entire classroom group settings to meet the needs of Newcomer/ Immigrant students. Paraprofessionals are included in site professional development sessions to be better informed on how to support the teachers and students they work with. Teachers have access to an ELD specialist consultant to assist with an appropriate language program to meet the specific needs of each student. Site administrators will meet once every two months with the ELD director to discuss progress of ELD initiatives, designated time blocks, and integrated language support throughout the instructional day. Implementation progress will be gathered both qualitatively and quantitatively- formative assessments, observations, teacher surveys.

The district utilizes supplemental materials that have research based and evidence based results to support expected outcomes (i.e. English 3D). To promote 21st century learning, the district encourages the use of technology as a means to provide additional support to students. Technology access is provided to all students and most classrooms have one to one devices for students. Language supplemental programs are utilized for immigrant students to help them attain language and a better understanding of the core content areas. The district will also continue to fund after school intervention for Immigrant students.

Working with families and parents is a priority for the Delano Union School District. The district places high priority on parent and family engagement. The district makes efforts to ensure that all parents have multiple opportunities to be involved in their child's education in many aspects. The district provides training for parents and gives them tools to understand curriculum and assessments. In an effort to encourage parents to use practice assessments online with their child, a special focus to meet with parents and community stakeholders on the use of technology for the upcoming assessments (ELPAC Computer Based Assessment) will be an added initiative, and will be included in the parent activity nights.

The routines and strategies for EL students will be aligned to policies and initiatives from the district LCAP. EL coaches will work with the special education coach to, provide professional development, monitor, and track the progress of students with disabilities, specifically immigrant students that may have been identified with special learning needs. The special education coach will be better able to address the needs of the teachers she works with to ensure effective language production is a priority in the mainstream classroom and with the level of support appropriate to the students served.

Title III Immigrant funds will directly support Immigrant students and parents. Activities at school sites will be specifically targeted for Immigrant families. Topics will include: community resources, Internet safety, bullying. Virtual and actual field trips to provide experiences and to build parent and school partnerships. Parent Universities will be implemented at all sites to train parents and provide them with resources to support their child at home. Parent recruitment will measured by parent attendance to school and district events. All sites are making concerted efforts to connect with targeted EL parents and sustain these connection over time. These efforts will build the partnerships needed to make parents feel welcome at the school sites and allow them to feel comfortable asking questions and being actively involved in their child's education.

### **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:**

The goal of DUSD for the achievement all English learners is to delve deeper into how we can help English learners think critically and to understand the resources they already possess. Through an awareness for our staff about culturally and linguistically responsive teaching, teachers can develop their awareness of using the assets that students bring to every classroom. Additionally, enhanced instructional practices derived from the ELPAC results will be a priority in providing teachers with data driven assistance. All programs and activities implemented have yielded improved results in increased English language proficiency as evidenced by ELPAC results and the increased numbers of reclassified students.

Coaches and teachers will continue to plan together to meet the needs of students. Coaches will work on providing teachers with support on the implementation of WestED's Leading with Learning Keystone Practices and The Teaching and Learning Cycle (see section on Professional Development). Technology enhancements specific to English language development will be supplementary for our EL students that would not otherwise be available to them. The district is also continuing to provide training to staff and principals for the achievement of EL students with disabilities. A specific routine/strategy will be the implementation of co-teaching to ensure students with disabilities are thriving in all classrooms. Together with the district's Performance Indicator Review Plan, additional professional learning will be available for our EL Special Education teachers

Through the implementation of the data platform, the district will continue to identify and monitor EL students, Newcomers, and Immigrant children and youth. Teachers, resource teachers, coaches and administrators will be able to track the progress, and add needed support to identified students. With this platform teachers will have immediate access to all EL information, including reclassification status and interim progress. This platform will assist in prioritizing high needs school sites and students. EL coaches will be housed at the school sites for additional support and onsite support for identified teachers with a high number EL students. The routines and strategies for EL students will be aligned to policies and initiatives from the district LCAP, and the California EL Roadmap.

DUSD will continue to purchase supplementary vocabulary development reference material (Kate Kinsella) to support EL teachers in planning for effective, relevant vocabulary instruction based on research. The district will also continue to refine academic conversations in the classroom. The benefits of academic conversations (Jeff Zwiers and Ivania Soto) and the importance of specific instruction for students in this activity is a priority in the district.

DUSD will provide after school and Saturday professional development for all sites and teachers to enhance the implementation of the Leading for Learning Keystone Practices from WestED's professional development specifically tied to Designated and Integrated ELD. This year DUSD and WestED are working on a systemic model of professional learning targeting early learners. Progress will be based on formative assessments, results on reading and writing assessment based on differentiated proficiency levels. In addition to performance data, qualitative data will also be examined. Periodic student observations, observation of teacher instructional methods, and the quantity and quality of students' oral production and opportunities for language production both orally and written will take place

Students' progress will be monitored through data reports and teacher team meetings with the support of ELD coaches to discuss and review updates. Progress will be supported through the dissemination of key data that will be made available through the district data director. The data director will continue to meet with principals to monitor and evaluate on-going programs and activities and to help principals disaggregate data for parents and stakeholders. All parent meetings will include information on how DUSD uses Title III funds and their effectiveness to promote student achievement. Teachers and other staff members will have an opportunity to provide input on how programs are implemented and how strategies are being effective or ineffective. They will also contribute in the dissemination of this information to parents. All school sites and the district have monthly meetings with their English Learners Advisory Committee. All stakeholder meetings, EL parent meetings and school council meeting will include surveys or opportunities to be informed and to express any concerns or questions about EL instruction or student growth.

## **English Proficiency and Academic Achievement**

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

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

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

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

The district will continue to collect and analyze the assessment data on ELs, Newcomers, LTELs, and EL students with disabilities from a variety of assessments. All teachers are taking responsibility for looking at data and EL progress by completing surveys and answering detailed questions about data at the start of each school year. Grade levels work together to compile information and goals. Other programs monitored are the Leading for Learning Keystone Practices from WestEd, including the Teaching and Learning Cycle, and Text Reconstruction. All are researched based strategies found in the ELA/ELD Framework and will be a focus this year. Coaches will continue to model in classrooms and observe effective implementation of these strategies. We will also continue with the district wide strategy and routine to teach Tier II academic vocabulary. In addition, ELD coaches and the ELD director will continue to work with team planning and professional learning groups to plan, model and observe effective ELD lessons and strategies for integrated ELD. Our district will also focus on how to teach students to extend conversations using academic language and build the communication skills needed to succeed in all content academic areas. The effectiveness of this coaching model will be clearly defined and all participants will be held accountable for implementation.

All school sites have aligned school site plans for student achievement to our LCAP, and ELD goals. These plans are shared and updated with parents and other stakeholders where they have an opportunity to comment on and provide feedback. DUSD will continue to ensure that the designated ELD time block continues to be in place in both elementary and middle schools. EL students with disabilities, will also have teachers that are trained and are using effective integrated ELD lessons that ensure English is being developed through meaningful interactions with other students. Also all sites will continue to effectively use our newly adopted ELA/ELD curriculum and continue to improve the designated and integrated ELD instructional strategies. This year with the assistance of WestEd systematic model of professional learning we will take individual and joint responsibility for everyone's improvement.

The Director of ELD will continue to conduct classroom observations during specific ELD time periods, and conduct walk-through observations with the principal and district leadership. In addition to coaching principals, the director will continue to help and ensure that effective English language development instruction is occurring using intellectually challenging content aligned with the Common Core State Standards. Meetings will occur to monitor progress or to discuss implementation of feedback every two months. The ELD director and the ELD coaches will share the data with students, teachers and principals and continue to use the data to more effectively provide support to all school sites and EL teachers.

Specific activities are being funded to build school and parent partnerships. Parent Universities will also be held throughout the year. Special school site activities are being held at each school site to encourage community and stakeholder involvement. In addition to parent nights, breakfast with principals and educational parent meetings, information is disseminated via surveys with questions on EL progress and EL policy 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:**

In an effort to provide students with a well-rounded education, the Delano Union School District is focused on the education of the whole child. In conjunction with various stakeholder groups, the district developed the application for the Student Support and Academic Achievement program with a focus on music instruction and supporting safe and healthy students. The district was a recipient of the SSAE one time grant award for category A - Well rounded educational opportunities. As a result of the funding of this grant, the district was able to purchase piano labs to offer piano lessons to all students in the district. The district also enhanced all of the music programs at every school by purchasing additional instruments along with software to teach the students not only to read music, but to compose their own pieces. This will provide a well-rounded education by having a strong focus on the arts to all students in the district.

In addition, the district has applied to receive funding for Title IV, Part A via the Consolidated Application. Funding will be directed to impact all students in the district by supporting and promoting safe and healthy students in our district. As part of our healthy student initiative and in conjunction with our health and wellness board policy, the district has placed a high value on the physical education of all students. Funds for this effort were directed in to hire an elementary physical education teacher to provide services to elementary school students.

The Delano Union School District does not participate in a consortium with other districts therefore, all efforts for the implementation of these funds are based upon the needs of the district. The district will focus on providing a well rounded education via a focus on music instruction and supporting safe and healthy students via physical education. The outcomes for this initiative are to provide all students with opportunities for a well rounded education that enables them to explore their creativity through music and the arts. The district also places high value on encouraging all students with the opportunity to be active and healthy. The district will promote a healthy lifestyle by encouraging physical activity and healthy eating habits through the physical education teacher for elementary schools. The district will evaluate the effectiveness of the program each year through the use of both quantitative and qualitative data collection throughout the school year.

Based on the results of the California Healthy Kids Survey, the results of the California Physical Fitness Test, and local staff and student surveys, the district has determined a need to provide students with more physical opportunities throughout their school day. The addition of elementary Physical Education teachers, allows for students to receive quality physical education via the SPARK curriculum. Based on the implementation of this curriculum at an elementary level, the district is expecting to see a rise in students who successfully pass the California Physical Fitness Test. In addition, the Physical Education teachers will provide instruction on nutrition and how a healthy lifestyle will impact their overall health and help to improve focus and therefore positively impact their learning. This program will be evaluated every trimester and adjustments to instruction will be made as needed.

1. Through the development of the the district's annual LCAP, a needs assessment was conducted with multiple stakeholder groups. The district met with parents, community members, students, staff, and special focus groups such as English Learners, low income families, and foster parents. Stakeholder meetings were held throughout the school year. Surveys were collected at each meeting, mailed home to all parents, and given to all 4-8 grade students and all staff members. Survey questions included information on learning conditions, school safety, access to curriculum, and access to a well rounded education. The results of the surveys were disaggregated and analyzed to determine goals and action steps for the LCAP. The results collected also saw a need to focus on safe and healthy students, and a need to expand our opportunities for a well rounded education. The district determined the need to incorporate more physical fitness opportunities throughout the school day to reduce childhood obesity rates and promote healthy students in our district based on results of the CA Physical Fitness Test.

2. This district will not utilize Title IV funding for the use of technology. The district has designated other funding sources for this purpose. Based on the needs assessment and results from the CA Physical Fitness Test, the district will utilize all Title IV funding to support the enhancement of our current music program and provide high quality daily physical fitness instruction to all students.