

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

LEA name:

Corona-Norco Unified School District

CDS code:

33-670330000000

Link to the LCAP:

(optional)

https://www.cnusd.k12.ca.us/UserFiles/Server/s/Server_211876/File/Our%20Departments/Educational%20Services/LCAP/LCAP%202018.19.pdf

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

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.

Corona-Norco Unified School District (CNUSD) is located approximately 60 miles east of Los Angeles and is the largest school district in Riverside County and the ninth largest in the state of California. As a large urban school district serving approximately 54,000 students in 50 schools, CNUSD serves a diverse student population, which includes 53% Hispanic, 26% White, 10% Asian, 6% African American, and 3% Filipino. Over 50 languages are spoken within our schools. At Corona-Norco 47% of students are eligible for free and reduced meals, 46.4% are unduplicated, and 14% are classified as English Learners. CNUSD employs over 5,000 certificated and classified staff, and in 2016 and 2018 was named one of the best places to work in the Inland Empire by the Press Enterprise. CNUSD has a strong reputation in California as a high performing system. The district was named as a finalist for the prestigious Broad award in 2012 and 2013. Of the 51 schools in the district, 35 have been selected as California Distinguished Schools over the last few years. In 2019, CNUSD was named a California Exemplary School District.

Federal funds are used to supplement and enhance the priorities and goals within our district as outlined in our Local Control and Accountability Plan and to provide supplemental support for the identified needs at our individual Title I sites. Funding also provides supplemental materials and supplies to support aligned instructional strategies within and beyond the school day. Key features reflected in the LCAP include:

Goal 1: Increase the quality and the rigor of core curriculum and instruction by implementing Common Core State Standards.

Goal 2: Close the identified Achievement Gap by providing targeted additional support to meet the needs of students who are not meeting standards in the core instructional program.

Some of the ongoing programs/initiatives in this area include:

- Quality professional development for certificated and classified staff
- Elementary Arts program to support at-risk students who may not have opportunities in the area of the arts
- Supplemental Science materials to support the implementation of Next Generation Science Standards
- Additional translators to support communication with English Learner parents
- Intervention programs to support improvement in mathematics
- Intervention programs to support achievement in English Language Arts
- Instructional coaching to support instruction
- Instructional

technology and educational software for the classroom • Reader by Nine initiative to support student reading proficiency by the end of third grade • Summer school programs to support students

Goal 3: Increase the number of students who complete Career Technical Education (CTE) pathways through the completion of a capstone course.

Goal 4: Increase the rate of students participating in CTE pathways mapped to high growth and strong employment opportunities.

Ongoing programs in this area include: • Exploration of a graduate follow up system • Further expansion of the CTE pathways • Professional development for CTE teachers • Monitoring and support for at-risk students in CTE courses • The development of new high yield pathways particularly in Science, Technology, Engineering, and Math • Implementation and continued support of a STEM program and Project Lead the Way (PLTW) in high schools and intermediate schools

Goal 5: Implement measures at all schools to foster positive school environments and support students.

Goal 6: Establish family and school partnerships which build solid relationships between school and family.

Ongoing programs in this area include: • Additional Counseling services • Continued improvement of student attendance through support of SART and SARB processes • Implementation of character education programs to support students • Expansion of Positive Behavior Intervention Support (PBIS) • Employment of Safety and Violence Prevention Counselors • Employment of School Resource Officers • Supplemental TK-12 counselors to support the social-emotional aspect of student needs • Parent nights to support school programs and involvement • Conducting needs assessment surveys for district to support meeting the needs of families • DELAC and DAC support • Implementation of the CNUSD Parent Center • Personnel to support the mental health of our students

Title I, Title II, Title III and TIV are currently integrated into our District LCAP. All site-level use of funds is determined through a comprehensive needs assessment, based on multiple sources of data, and conducted through school-wide planning initiatives. School Plans for Student Achievement (SPSAs) are aligned to LCAP goals and actions and are monitored through evaluation protocols and annual program/budget review.

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.

CNUSD sees the LCAP as its equity plan principally directed at unduplicated students. The LCAP supports the district mission to PROVIDE a quality education for ALL students within a secure and supportive environment. PROMOTE in ALL students' academic excellence, social growth, and responsible decision making. PREPARE ALL students to lead productive lives in a diverse global society. All goals and actions are established through the lens of principally impacting the achievement of our unduplicated students (EL, LI, and FY). Each year the plan is reviewed and revised to increase or improve services for EL, LI and FY students, moving us closer to precision in the actions and services. Corona-Norco Unified's clearly articulated district priorities of literacy, math and closing the gap create coherence throughout the organization by clarifying the expectations and providing processes for use throughout the entire district instructional program.

With intention, personnel overseeing state and federal funds work collaboratively on the review and planning of the LCAP. Consideration is given to how federal funds can be used to supplement these actions and services to provide additional support to help close achievement gaps for English Learners and students in high poverty schools. To assist us in this effort, we called on our community to provide feedback and to partake in key discussions regarding the educational services we provide. CNUSD remains dedicated to being proactive in implementing the state mandated priorities related to the LCFF and continues to provide a safe learning

environment that meets the physical, emotional, social, and intellectual needs of all students. CNUSD is working together with parents and communities to prepare every student to be college and career ready. The Corona-Norco Unified School District recognizes that effective outreach and stakeholder engagement is a critical component of our LCAP. For this reason, we have ensured broad representative feedback throughout the LCAP process. As such, the district used the following approaches to garner community engagement:

- **LCAP Advisory Committee:** A committee comprised of various community stakeholders representing various interests and subgroups. This committee met regularly to review and analyze data leading to the identification of LCAP priorities and to discuss progress on programs specified in the LCAP, to monitor progress of programs, and to consider the increased and improved services to best meet student needs.
- **LCAP Survey:** The development of a community survey was created and administered through the District's various communication platforms. Community members were asked to participate in a community survey to provide feedback related to each of the eight priorities.
- **Student Voice:** Feedback and recommendations were provided by over 500 students regarding focus areas and program expansion.
- **DELAC and DAC Committees:** Both the District English Language Advisory Committee (DELAC) and the District Advisory Committee (DAC) provided input and feedback to support the LCAP.

CNUSD's focus on the Whole Child is evident in the district's continuous work relevant to the two pillars – the Academic, Rigor and Relevance Pillar and the Social-Emotional Pillar. With that in mind, the CNUSD LCAP is segmented into 3 overlapping areas that address both pillars: Pupil Outcomes, Conditions of Learning, and Engagement. Each area has 2 goals that help focus the district's efforts. State and Federal funds are coordinated across the district to supplement and support the identified LCAP goals. School sites receive state LCAP supplemental and TI federal funds for unduplicated students and low socioeconomic students. Each site, in collaboration with their School Site Council, conduct a comprehensive needs assessment to complete a school plan that is based upon site level needs identified through multiple sources of data. The actions and services are aligned to the LCAP and are monitored for effectiveness throughout the year by the SSC. CNUSD prides itself on its robust system of professional growth and improvement. The system is designed to be coherent and effective, and includes professional learning for members up and down the system – teachers (new and veteran), principals and school leaders. Funding for the Professional Learning in CNUSD is supplied by LCFF Supplemental funding (\$1.8 million) with Title II as the supplemental monies. Title III funds are used as an additional layer of support for English Learners above state funds for unduplicated students and Title I funds.

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	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:

To identify any ineffective and out-of-field teachers Corona-Norco (CNUSD) utilizes an internal process which includes the weekly review of an electronic assignment monitoring system. This electronic system alerts us of any misassignments at all of our school sites so that they can be immediately addressed. The Human Resources team meets weekly as a division and a standing item on the agenda is teacher credentialing and placement to ensure adjustments are made if needed in a timely manner. This year Corona-Norco has zero ineffective teachers (misassigned by credential or no credential).

We ensure that all teachers and paraprofessionals meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification. In reviewing the staffing at all of the schools within the district, CNUSD currently has 4 out-of-field teachers. These teachers are placed across the district at the secondary level. As a common practice, our district has a monthly process of monitoring teacher credentials and authorizations appropriate for each assignment. The current out-of-field placements were reviewed by our HR and Educational Services team to ensure that they were not disproportionately assigned to school sites with a majority of low-income and minority students, and the analysis indicated that that out-of-field teachers were not disproportionately assigned to schools with a higher number of low income and/or minority students. The district notifies all parents of their "Right to Know" teacher qualifications through the annual student/parent handbook.

As a district of choice, a large number of our applicants come to our district with several years of experience and our percentage of inexperienced teachers is very low, approximately 3%. The current number of inexperienced teachers (less than 2-years' experience) is 82, this is according to the most recent Dataquest reports (2017-2018 data). In CNUSD we have created internal data tables to display a districtwide view of each school sites which includes: total student enrollment, % of low-

income and minority students and the % of ineffective/inexperienced or misassigned teachers. These tables are reviewed by grade span (K-6; 7-8, 9-12) throughout the year with HR and the Educational Services division to ensure that inexperienced teachers are not disproportionately placed at sites with a majority of low income and minority students. The information that is included in these tables is sourced from our 2018 certified CALPADS data and Dataquest (17-18 data) along with ongoing physical review/follow-up of personnel files. All school sites with teacher vacancies engage in the interview process and personally select the teachers that will best serve their students. Many of the inexperienced teachers hired within our district have served for a number of years as temporary intervention teachers at our school sites. Because they are not earning service years they appear to be inexperienced (less than 2 years of service) when in reality they may have served in a teaching capacity within our schools for more than 2 years, which is why our sites select them in the hiring process. After careful review of this data, we have determined that no disproportionality exists in this area. Within this review we were also able to note that there was no correlation to the increase in number of inexperienced teachers at any given site to the change in percentage of low income and minority students.

Describe actions the LEA will take to address any disparities discovered during the data analysis process (including actions/services included in its LCAP for Priority 1 - Basic Services):

After careful data analysis, no disparities exist within our district.

Describe how the LEA engaged stakeholders in its process for identifying strategies for addressing discovered equity gaps:

CNUSD is a district of choice due to its reputation and competitive compensation package and attracts the very highest quality teachers. Recruitment fairs have focused on hiring fully credentialed teachers in the hard to hire subjects such as math, science, and special education. An equity task force meets regularly to discuss topics ranging from staffing, teacher placement, curriculum design, and professional development.

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:

CNUSD has two identified CSI schools and four intermediate schools identified as ATSI. These schools are engaging in a root cause analysis of their focus areas. This analysis has included empathy interviews conducted with parents, family members, students and teachers. This data has been used to deepen their understanding of potential root causes and potential actions and services to address the needs. School Site Council will provide additional input into the action plan that is developed and will be instrumental in monitoring and evaluating the progress of the plan.

In the upcoming school year, sites will continue informing and soliciting feedback and input in various ways. Parents and family members will be engaged and provide input through parent advisory groups (School Site Councils and English Learner Advisory Committees), parent surveys and parent events (principal coffees, Title I annual meetings, Open House). The site CSI team and the School Site Council will continue to be instrumental in monitoring and evaluating the plans' effectiveness.

Schools have developed a written Title I parent and family engagement policy with input from Title I parents and family members. The use of parent surveys and School Site Council meetings assist in providing feedback. Each year the School Site Council and ELAC review the parent and family engagement plan and the school 3-way compact. Updates to both documents are made and the updated plan and compact are distributed to all students in their first day folders. The parent and family engagement policies are also posted on each school's website for viewing at any time. New students to the school are provided these documents upon registration.

Schools provides Title 1 parents and family with assistance in understanding such topics as the challenging State academic standards, state and local assessments, the requirements of Title I, Part A, and how to monitor and improve the achievement of their children through presentations at parent meetings such as ELAC, SSC PTA, parent conference, Family Nights focused on literacy, math and STEM. The district and schools communicate testing cycles and results (CAASPP, ELPAC, etc.) with parents, and provide real-time information regarding student progress through graded work and the Parent Portal.

Schools provides parents with materials and training to help them work with their children to improve their children's achievement through school sponsored family nights and the district Parent Center. Parent University Programs are offered throughout the district that allow parents to engage in ongoing training throughout the year. Additionally, parents receive a handbook at the beginning of the school year that includes all the information about the school. Students are provided a planner with several learning tools to support student achievement.

With the assistance of Title 1 parents and families, the school educates staff members about the value of parent contributions, and in how to reach out to, communicate with, and work with parents and family members as equal partners, implement and coordinate parent programs, and build ties between the parents and families and the school. Communication is ongoing and flexible and occurs throughout the year at various informational meetings with both staff and parents. Coffee with the counselor and principal offers information to parents about academic and social emotional supports for students.

The school, to the extent feasible and appropriate, coordinate and integrate the parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. A centrally located Parent Center is available for the community and the various programs and services are messaged to the community through various methods including direct referrals. Collaboration with the Riverside County Headstart Program as well as meetings with families from our local pre-school programs is ongoing.

Title I schools provide opportunities for the informed participation of all parents and family members, including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students. Information and school reports, to the extent practicable, are provided in a format and language that parents and family members can understand.

All documents are sent home in English and Spanish. Messages and email broadcasts are also sent out in English and Spanish. If another language is requested, we find resources to help our families. Spanish translators are provided for meetings and bilingual assistance is provided as needed for registration, health or other situations all campuses are ADA accessible.

Support for parental involvement activities are provided through our district Parent Center and through various opportunities offered at each school site. Yearly, the district and school sites send home a community survey to elicit topics of interest that parents may request. A wide variety of parent and family events are offered throughout the year. Parents are notified of these events through various methods such as Peachjar, text messages, message broadcasts, school marquee and social media.

The LCAP stakeholder engagement process in CNUSD includes parents from throughout the district. They are informed of district programs and services and provide valuable input for refinement through various venues

such as the LCAP Advisory Committee, District Advisory Committee, District English Language Advisory Committee and a yearly community survey.

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 of our Schoolwide Title I schools complete an annual comprehensive needs assessment to upgrade their entire school program in order to ensure all students, particularly those who are low-achieving, meet or exceed standards academically and are college and career ready. All goals and actions in the school plans are aligned to the evidence-based practices in the LCAP, but are based on site-level planning, data analysis, and student needs.

To develop, implement, monitor, and evaluate the Title I services at each site, School Site Councils (SSC) collaborate with site leadership teams to annually complete a continuous improvement cycle. A yearly needs assessment includes the review of state data, local measurements, and stakeholder feedback (including ELAC) to identify student needs, formulate goals, and determine metrics to measure progress in meeting the goals for the coming school year. During this needs assessment, decisions are made to stop, continue, adjust or add actions. The goals, metrics, and budgeted actions are documented in each School Plan and include various supports such as intensive intervention offered before, after, or during the school day to close the achievement gap for identified at risk students. Additional counseling and social-emotional support is also provided. Teacher/paraprofessional collaboration time to monitor student progress to inform instruction is provided and instructional coaches/teachers on special assignment are provided to model lessons and provide professional development and coordinate/provide parent involvement workshops to build capacity for families to be involved in academic learning. College readiness programs such as AVID are also in place at schools K-12.

Corona High Vista is the only participating TAS school in Corona-Norco. This is a unique "school" as it is the Corona Vista Teen Parent and Infant Development Program (with its own CDS code – therefore qualifying it for TI) located within the comprehensive high school campus. Title I dollars were used to boost the academic achievement of students through the purchase of technology and supplemental materials to assist them in their core studies.

All of the students in 2018-19 (4 in total), were behind in credits and at risk of not graduating. Every student in this program was either pregnant or a new parent while still attending high school and therefore in need of targeted assistance in order to be successful in their classes on the comprehensive high school campus. VanderMolen and Riverview Elementary were both SWPs during the 2018-19 school year and were erroneously left off the CARS report on first submission. This was immediately corrected and re-certified.

Corona-Norco has 3 group homes for neglected or delinquent children within its district boundaries. Students who reside within these homes and attend non-Title I schools will be provided assistance through Title I dollars to ensure that they meet or exceed the academic standards. Supports may include intervention before or after school or other assistance identified by the school site to help these students.

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:

Funds are utilized to support services that will mitigate the negative impact of poverty. They include provision for transportation to school of origin as well as support services for reduction of absenteeism, ie. absentee follow-up, Saturday school, recovery credit options, and mental health outreach if necessary.

In addition, funds provide tutoring, school supplies and backpacks, as well as clothing/gym clothes and other necessary school or household items to allow students to participate in school activities academically, socially, and emotionally.

Student Transitions

ESSA SECTIONS 1112(b)(8) 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) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through 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 Other funds support these endeavors

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:

District set-asides will be used to support and supplement literacy programs at our Title I sites. Support may include classroom libraries, supplemental intervention materials and professional development.

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:

Not applicable

Formal Agreements

ESSA SECTION 1423(2)

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

Not applicable

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:

CNUSD prides itself on its robust system of professional growth and improvement. The system is designed to be coherent and effective, and includes professional learning for members up and down the system – teachers (new and veteran), principals and school leaders. Funding for the Professional Learning in CNUSD is supplied by LCFF Supplemental funding (\$1.8 million) with Title II as the supplemental monies. This system is designed to build capacity and for staff to have the tools needed to ensure first best instruction. The CNUSD professional learning system includes

ongoing opportunities to learn including induction for our newest teachers and school leaders. The focus of the system can be best exemplified through CNUUSD's Coherent Instructional Framework.

The CNUUSD Coherent Instructional Framework is comprised of the following:

- The three priority areas of Literacy, Math, and Closing the Gap
- A primary focus on students and learning standards
- A cycle of inquiry involving the elements of Assessment, Strategies and Curriculum with a focus on supporting all students and meeting needs in an equitable fashion.
- The effective classroom environment including: Motivating, Engaging, Intellectually Challenging, Integrated and Respectful

CNUUSD has both a Teacher Induction Program and an Administrative Services Induction Program, funded through LCFF Supplemental and Title II, that are approved by the California Commission on Teacher Credentialing to meet the Clear Credential requirement for new teachers and administrators for the state of California. The programs provide two years of induction with a focus on the development of an Individualized Learning Plan/Individualized Induction Plan for participants.

Another component of the CNUUSD Professional Learning is the process in place to support Leadership development. Annually, CNUUSD offers two different opportunities to support emerging leaders and to further develop leadership, which is open to certificated and classified staff. These are entitled Leadership I and Leadership II and during these different courses, various aspects of Leadership styles are studied with time for reflection and self-evaluation for the learner. Additionally, a classified symposium is offered to support emerging leadership.

Evaluation of the Professional Learning services provided to the staff are done on a continuous basis allowing for continued improvement and adjustment of support for staff. Qualitative and Quantitative data is gathered and analyzed to make sure that the best benefits are being provided to our staff.

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:

In CNUUSD, resources are applied in the areas that need the most support such as schools identified under CSI and to support schools with the most unduplicated count students. The base cadre of TSAs and Coaches are funded through the LCFF Supplemental funding. Most of the funding provided by Title II is to employ additional teachers on Special Assignment and Instructional Coaches. Most of the funding provided by Title II is to employ Teachers on Special Assignment and Instructional Coaches. Additional TSAs and Coaches are funded through the LCFF Supplemental funding. These Teachers on Special Assignment and Instructional Coaches are deployed to schools where there is the most need and support is focused through school and district data. By doing this, work is done in a strategic, prescriptive fashion at these school sites. Support at the school site can take shape in the form of a custom designed set of trainings, modeling, coaching and co-teaching. Some examples of this include:

- One of our TSAs funded from Title II has supported Coronita, Home Gardens Academy and Vicentia in the area of ELA. The areas of focus have been Standards Based Literacy, facilitated planning and support, guided reading, developing a plan for the instruction of writing and Reader’s Workshop provided on-site at the aforementioned Title I schools.
- Another TSA has provided workshops in the area of Step Up to Writing, ELA core materials implementation support, Running Record trainings to teachers at our Title I schools.
- A third TSA has supported in the area of Math, coaching and providing Professional Learning support at Title I schools. She has worked with Stallings, Coronita, Garretson, McKinley, Riverview, Sierra Vista and VanderMolen. This work includes customized support as well as focused PD from the district. She provides training in Number Talks and Professional Learning in the Math Practice Standards as well as coaching of grade levels and individual teachers.
- Finally, a fourth TSA works with such Title I schools such as Home Gardens, Vicentia and Washington in the area of Math. She has supported these schools with Professional Learning opportunities in the area of instructional practices focused on conceptual math as well as Math Practice standards.

CNUSD has identified two schools in Comprehensive School Improvement and four schools in Additional Targeted Support and Improvement. These schools have been engaged in a root cause analysis of conditions and have used this process to develop an Action Plan, which includes support in Professional Learning. Title II funding, LCAP PL funding and Title I funding will be used to support these efforts by way of providing teacher planning time, targeted Professional Learning and coaching services.

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:

Data is used to inform Professional Learning as well as instruction in the classroom. State data as well as district and site data is used to set goals and to monitor progress. As described above, state, district and school data is used to determine the focus of district resources. Additionally, the goal and action plan for the school and staff is determined by the need articulated through the data. Progress is monitored using district and school data and course corrections are made through analysis of this information. Below is a construct that articulates the data used in the CNUSD processes:

Data and Ongoing Consultation to Support Consultation to Support Continuous Improvement Data

- Qualitative: Surveys, Feedback, Consultations with teachers and site administrators
- Quantitative: CAASPP Data, iReady Data, Assessments in adopted curriculum, Running Records with miscue analysis
- Data received from grading
- Data from PLC’s Common Formative Assessments

On Going Consultation

- Principal Meetings
- Site Meetings

- Grade Level Meetings
- Individual Teacher Support Meetings

Formative and Summative Assessments

Ongoing formative and summative assessments at the site using iReady and other established structures inform teachers about the progress of their students. This crucial information is used by teachers to request personalized site based professional learning sessions.

Our CNUSD classroom teachers use an assortment of ongoing formative assessments to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Teachers and schools assess students in a variety of ways for a variety of reasons—from the broad categories of sorting, ranking and judging to determining specific levels of student understanding, restructuring curricula to meet student needs, and differentiating instruction among students.

This process is an ongoing progression and is completed on a regular basis. Additionally, once a month, CNUSD principals gather for a Principals’ Meeting that is dedicated to Professional Learning. Feedback is provided by way of a survey after each of these trainings, which is used to support and define next steps for the next meeting.

As part of the LCAP development process, Professional Learning is presented to the LCAP Advisory Committee. This committee is comprised of four groups – Parents, Management, Teachers and Classified staff. Feedback is gathered from this group regarding focus areas and next steps for Professional Learning.

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:

Using the EL Roadmap as the blueprint, we are providing teachers and site administrators with professional development anchored by the Four Principles. With a focus on Principle Two: Intellectual Quality of Instruction and Meaningful Access, teachers are provided with professional development on SIOP with a focus on lesson planning, language objectives and the integration of standards during designated/integrated ELD. In addition to a district-wide effort on SIOP, elementary teachers are also being trained in early literacy approaches specific to English Learners. Using iReady (universal screener), teachers are provided with additional training to analyze assessment results of English Learners and how to respond through a differentiated approach that includes small group instruction and 1 to 1 instruction.

Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curriculum, assessment practices and measures, and instructional strategies for English learners, administrators and teachers are provided with additional professional development. This training highlights instructional approaches specific to English Learners (SIOP and GLAD). These opportunities include additional planning days for teachers that are

led by a teacher on special assignment. Collaboration days focus on the adopted curriculum, appropriate supplemental materials, and data analyses. Follow-up support includes in-class modeling and reflective coaching.

To ensure that we are effective in increasing children's English language proficiency and substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers, CNUSD provides all teachers with access to EL in Action professional development opportunities on a monthly basis. These sessions include research based strategies (SIOP, QTEL, and GLAD) and are focused on accelerating learning for English Learners. Teachers are provided with a modeled lesson of the strategy, given an opportunity to plan the use of strategy within their upcoming lesson plan, and return to report back on the success of the lesson. Teachers then review student performance data and assess the effectiveness of the strategy.

Professional development opportunities are planned as 6-12 week units to ensure sufficient intensity and duration. They are research based, are aligned to adult learning principles, include job embedded elements, and are followed up with in class supports (coaching cycle). These opportunities also include week long summer and winter professional development sessions.

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:

Eligible students are provided with supplemental instruction that focuses on specific immigrant challenges. This includes a newcomer support program that accelerates the acquisition of basic English language skills (Rosetta Stone, Newcomer Survival Kit), as well as social-emotional supports. Teachers and counselors who work with immigrant youth and family are provided with training on how to better meet the needs of immigrant students and families.

By soliciting feedback at school sites through the School Site Council and ELAC, teachers, administrators, paraprofessionals, parents, students, and community partners are able to analyze student data, ask questions, and provide feedback on the use of immigrant funding. In addition to site structures (ELAC, SSC), the District's English Language Advisory Committee (DELAC), reviews districtwide programs and services and English learner student achievement data in order to provide recommendations and meaningful feedback to the district regarding Title III Immigrant programs.

To ensure sustainability, the district has prioritized spending for immigrant students by building teacher capacity through professional learning opportunities. These opportunities integrate newcomer support within core curriculum. These activities are funded from LCFF supplemental, Title II and Title III. These activities ensure that immigrant students play a prominent role in a multi-tiered system of support (MTSS).

Title III Programs and Activities

ESSA SECTION 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:

All English Learners are provided with high quality Designated English Language Development and Integrated English Language Development. Professional Development focused on access to core standards and English Language development is provided to all teachers of English Learners to help ELs increase their language proficiency and meet the challenging academic standards. In addition to these core program offerings, English Learners are provided with additional language instruction and primary language supports.

Through the District English Language Advisory Committee (DELAC) teachers, parents, administrators and classified staff review all Title III funded activities, analyze student performance data, reviewed program goals, and provided feedback. The results of this comprehensive needs assessment led to a revision of the Title III plan. Presentation materials are provided in multiple languages, agendas are co-developed with stakeholders and information sessions are held several times a year. Stakeholder feedback is captured on large chart paper and both notes and feedback needing additional exploration are brought back at a subsequent meeting for more discussion. Stakeholders are provided the opportunity to analyze data related to the program funded activity. As needed, plans are modified based on stakeholder feedback.

To analyze and measure student success, CNUSD uses a balanced approach that considers both quantitative and qualitative measures focused on the needs of English Learners. Some of these measures include: reclassification rates, success in core content areas, graduation rates, suspension rates, college and career readiness indicator (CCI), ELPAC results, and early literacy indicators (lexile, running records, etc.). We utilize multiple measures of high-quality data to monitor performance, and by disaggregating data across all English learners, we are able to make adjustments to program funded activities to further target specific populations of students such as newcomers and long term English learners.

Interim performance progress indicators include on track graduation indicators, number of credits sufficient, grade point average, common formative assessments, and teacher created oral language assessments. Additional indicators include Lexile level and running records results. In an effort to be the best at getting better, CNUSD does believe that additional research specific to English Learners who are prevented from reclassifying for failing to meet the comparison of basic skills criterion would be helpful in planning early interventions. A LTEL committee has been formed and conversations continue around root cause analysis.

After careful review of the activities currently available in CNUSD, stakeholders have advocated that as immigrant student populations continue to increase, additional program funded activities for immigrant students, specifically in the areas of social emotional supports be provided. English learner parents have provided positive feedback on outreach activities and parent education efforts. In addition, students participating in the Summer Bridge program have benefited from a successful middle to high school transition.

English Proficiency and Academic Achievement

ESSA SECTION 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:

To ensure that elementary and secondary schools assist English learners in achieving English proficiency and meeting the challenging academic state standards, sites are required to submit schedules indicating both designated and integrated ELD. The district office supports school sites with the proper identification, assessment, and proper placement of

English learners. District personnel assists in the monitoring and evaluation of the English learner program by conducting site and classroom visits. Classroom visits are evaluated using a districtwide walkthrough rubric.

Site accountability is secured through the monitoring of stakeholder meetings (ELAC). Sites are required to turn in sign-in sheets, presentation materials, and detailed meeting notes. Site reclassification rates are monitored throughout the year and additional site interventions/resources are deployed based on student need. The most challenging aspect of reclassification for English learners has been the comparison of basic skills which is measured through the use of lexile reading levels. All English learner lexile levels are monitored and compared to those of native English speakers several times a year. Therefore, lexile levels in conjunction with ELPAC results are the primary metrics when measuring the English proficiency of English learners. The monitoring of English learners is done on an ongoing basis with a special emphasis in fall and spring.

The principal evaluations include a strong data analysis component. Within this process, principals are required to report student achievement data for all students, with a focus on English Learners. Data includes ELPAC, SBAC and iReady levels. Conversations between the principal evaluator and the principal include reflection on multiple data points. Action plans are devised and implemented to ensure continuous improvement.

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:

CNUSD LCAP Advisory Committee is comprised of 44 leaders in CNUSD, parents, teachers, administrators and classified staff. This committee is designed to provide feedback and recommendations to the district for next steps in programs to improve student achievement and provide a well-rounded education. Student focus groups are held to provide the student voice in this process. Annually the community engages in a survey to provide direction in the areas of well-rounded education, safe and healthy students as well as effective use of technology. Funds such as LCFF Supplemental, Title I, Title II, TIII and TIV are braided to ensure that programs and services are provided to meet all student needs. The information from this comprehensive needs assessment is shared with the community, cabinet and CNUSD Board of Education.

A minimum of 20% of Title IV funds will be used to support well-rounded education under Section 4107 through AP reimbursement which will significantly reduce the cost of AP exams for our socio-economically disadvantaged students. Additionally, to ensure a smooth transition from 8th to 9th grade, all incoming freshman and their families will have 1:1 meetings with their high school counselor to develop 4-year plans based on interests and strengths of the student. Students will be connected to programs that they may not have been aware of and appropriately placed in pathways that will assist them in meeting their future college and career plans.

A minimum of 20% of Title IV funds will also be spent to provide an additional student Resource Officer to support our Intermediate schools. This supplemental support will enhance safe and healthy students under section 4108.

To support the effective use of technology in schools under Section 4109, Brightbytes data analytics solution will be supported. This program integrates purposeful data across ed tech systems, analyzes results against research-based frameworks, and delivers actionable information that drives learning. Additionally, professional development will be provided for teachers to ensure that they are equipped with 21st century skills and ed tech integration. No more than 15% will be spent on hardware/software.

As a result of the TIV grant implementation, CNUSD believes that we will prepare our students to be college and career ready with opportunities to graduate high school with the academic, social and emotional capacity to be successful in the competitive 21st century world. This objectives and intended outcomes will be periodically measured through counseling records and visits as well as increased participation in AP tests.