

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

## LEA Name

Jurupa Unified School District

## CDS Code:

33-67090

## Link to the LCAP:

*(optional)*

<https://jurupausd.org/our-district/edserv/accountability/LCFFandLCAP/Pages/default.aspx>

## 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  
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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

The district primarily utilizes federal funds to supplement and enhance student literacy and social-emotional needs through instructional support and the comprehensive professional development of teachers. 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:

- Development and implementation of supplemental curriculum resources for English Language Arts/English Language Development, Mathematics and Next Generation Science Standards (NGSS)
- Professional development on collaboration to build teacher expertise and increase student learning through formative assessments and collaborative inquiry
- Multi-Tiered System of Supports (MTSS), Social and Emotional Learning (SEL), Peer Coaching, and Technology proficiency
- Digital Gateway Chromebook technical and professional support for technology skills and integration
- K-6 Literacy focus on inclusion, prevention, and intervention with intervention support moving provided through a push-in differentiated model
- College and Career Initiatives through expanded CTE pathways, Credit Recovery, Counselor and Guidance Coordinator support, a-g readiness, and AP courses
- Student and family support including behavioral, safety, and mental health services through a focus on student wellness

We have integrated Title I, Title II, Title III, and Title IV currently into our 2021-24 LCAP. In order to provide the extra support needed for our students who are not meeting grade-level standards, the following strategies are supplementing our primary initiatives using federal funding.

- Additional literacy and mathematics instructional staff provide intervention support services through in-classroom scaffolding which has been proven to be most effective for all students especially students with special needs and language acquisition needs (Hayes 2016; Kramsch 2003).
- Extended day is provided through before-, after, and during- school opportunities aligned to site-based student needs.
- English Learner services are provided through classroom instructional support and coaching on the ELD framework, early literacy, and support for integrated and designated ELD. Bilingual Language Tutors (BLTs) provide increased primary intervention and language support in core subject areas across all grade levels. Also, we have been expanding our Dual Immersion program and supplementing it with BLTs, additional coaching, and supplemental materials.
- Our professional development program for collaborative teams (Hattie 2009) will support our teachers in site-level collaborative planning, practices that maximize student learning, and the use of formative assessments. In addition, we are implementing an expanding framework for a Multi-Tiered System of Support (MTSS) with the incorporation of Social and Emotional Learning (SEL) objectives (Ainsworth 2010, Sugai and Homer 2009). As part of our MTSS framework, literacy planning and professional development will provide support for foundational skills through data review, first best instruction, literacy interventions, and universal assessment.
- Supplemental materials at the sites include supplemental supplies, library student resources, books/eBooks, and makerspace materials. In addition, software licenses are provided to support secondary credit recovery and elementary literacy initiatives along with leveled readers.
- Parent outreach and mental health support have been expanded along with communication enhancement through additional supplemental clerical support and notification systems.

All site-level use of funding is determined through a comprehensive needs assessment through school-wide planning initiatives. School Plans for Student Achievement (SPSAs) are aligned to LCAP goals and actions and monitored through evaluation protocols and annual program and 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.

The district has ongoing, regular monitoring of our goals and actions for effectiveness, areas that need improvement, supplemental areas that can be supported by federal funding, as well as administrative staff support for planning, data analysis, and budget alignment. Our strategic program and budget planning are circular in nature and are continuous. Once state and local funding resources are accounted for, federal funds are then used to layer the remaining unfunded activities using the most current regulations and guidance for the use of supplemental federal 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(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

The Jurupa Unified School District defined poverty criteria in the Consolidated Application based on free and reduced lunch percentages. Distribution of funds is aligned to this indicator as per student enrollment.

## **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:**



There are no ineffective/misassigned teachers or out-of-field teachers as defined in the guidance in Jurupa USD. There are 83 inexperienced teachers (as defined in the guidance) that are distributed in a manner that is equitable throughout the District. Distribution of "inexperienced" teachers by site below. Districtwide data reflects an overall 3.4 FTE average. Please note that Del Sol Academy opened in 2018-19 and has a slightly higher level of inexperienced teachers but also has a lower percentage of low-income students.

School Name	Total Enrollment	Total Unduplicated Free/Reduced Meal Count	Percentage of Unduplicated Free/Reduced Meal Count	# of Inexperienced Teachers (Induction Candidates)	# of Out-of-Field Teachers
Ina Arbuckle Elementary	440	426	96.82%	3	0
West Riverside Elementary	605	528	87.27%	4	0
Granite Hill Elementary	406	350	86.21%	3	0
Rustic Lane Elementary	519	447	86.13%	2	0
Van Buren Elementary	516	431	83.53%	4	0
Troth Street Elementary	659	550	83.46%	2	0
Mission Bell Elementary	370	305	82.43%	3	0
Pacific Avenue Academy of Music	303	247	81.52%	2	0
Glen Avon Elementary	512	405	79.10%	2	0
Peralta Elementary	508	395	77.76%	1	0
Sunnyslope Elementary	847	639	75.44%	6	1
Pedley Elementary	730	547	74.93%	2	1
Indian Hills Elementary	479	354	73.90%	4	0
Sky Country Elementary	412	292	70.87%	2	0
Stone Avenue Elementary	615	406	66.02%	1	0
Del Sol Academy	1210	686	56.69%	8	2
Camino Real Elementary	755	426	56.42%	4	0
<b>Total Elementary Average</b>	<b>9886</b>	<b>7434</b>	<b>75.20%</b>	<b>3</b>	<b>0</b>
Mission Middle	696	618	88.79%	2	1
Mira Loma Middle	693	595	85.86%	4	2
Jurupa Middle	1237	884	71.46%	3	2
<b>Total Middle Average</b>	<b>2626</b>	<b>2097</b>	<b>79.86%</b>	<b>3</b>	<b>0</b>
Rubidoux High	1524	1288	84.51%	6	10
Nueva Vista Continuation High	183	154	84.15%	1	0
Jurupa Valley High	1745	1403	80.40%	9	11
Patriot High	2542	1836	72.23%	5	10
<b>Total High Average</b>	<b>5994</b>	<b>4681</b>	<b>78.09%</b>	<b>7</b>	<b>0</b>
<b>Total District</b>	<b>18506</b>	<b>14212</b>	<b>76.80%</b>	<b>3</b>	<b>38</b>

Based on an analysis review of the data, we feel as a stakeholder team (Human Resources, Education Services, Principals, and Cabinet-level decision-makers) that "inexperienced" teachers are being distributed equally throughout all of our schools to ensure teachers are receiving the collaborative and professional support through our induction program for Year 1 and Year 2.

## 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).

Schools that are Comprehensive Support and Improvement (CSI) will receive additional review by education services in support of their school planning goals, actions, and budget. The district's LCAP survey results from parents, staff, and students provide disaggregated data through both multiple-choice questions and open-ended responses in support of the development of the school's School Plan for Student Achievement (SPSA). Our district's SPSA template was approved by CDE in support of meeting CSI and ATSI planning requirements. Both student outcome and survey data will be reviewed through Leadership Team, School Site Council (SSC) and the English Learner Advisory Committee (ELAC) meetings. At these meetings, parent and family member stakeholders will review SPSA goals to improve student outcomes, including addressing the needs of student groups, evidence-based strategies, actions and services, and proposed expenditures. SPSAs are reviewed and approved at open regular meetings of the Board annually.

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Many programs are in place that builds strong parent and family engagement programs in JUSD based on parent input at the site and district levels. They are foundational in supporting strong school-family partnerships in our school community. Outreach services are organized through the Director of Parent Involvement and Community Outreach (PICO). These programs include, but are not limited to, Jurupa Technology Education for Parents, Family Literacy, Café Literario, 100 Mile Club, ABC Music, Parent University, and Positive Parenting Program (Triple P). All of these programs and services are included as part of our Local Control Accountability Plan (LCAP).

Shared leadership occurs through our district parent committees, District Advisory Committee (DAC), and District English Learner Advisory Committee (DELAC) with site leadership committees, School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parents as Leaders (PAL).

To ensure site councils and advisory groups understand their leadership roles, elected members receive training on their roles and responsibilities, LCAP planning and input, school budgeting, and decision making. We mitigate the impact of poverty by bringing service providers into the schools and family partners providing home support. Staff is also trained on ways to effectively engage families and adequate resources are entitled to support parent engagement activities. All school sites receive no less than 1% of Title I parent involvement funding that is integrated into their School Plans for Student Achievement (SPSAs). The district as well as all school sites have a written parent and family engagement policy that was developed jointly with parents and approved by District Advisory Committee (DAC), School Site Council (SSC), and English Learner Advisory Committee (ELAC) meetings and distributed through the beginning of the year orientation materials in a format and language that meet the needs of our parents.

All sites have an annual meeting of parents to describe the sites' Title I program with flexible meetings during the year as part of the process used to advise on issues relating to the education of their children. In addition, an annual survey of parents is conducted to assess needs, determine barriers, and evaluate the effectiveness of parent involvement activities along with the LCAP survey that gets input into the district's aligned goals and actions. These results are disaggregated and provided to school sites to support their SPSA planning.

Assessment information reflecting student academic progress will be shared with parents at parent-teacher conferences in the fall and/or by the ParentConnect portal of our student information system and/or by mail at the secondary level including ongoing progress reports. Student progress and parent information on state and local standards are explained to parents including grade-level expectations for proficiency, data report on CAASPP and local assessments, and available interventions in reading, language arts, and mathematics for students needing assistance.

Communication is key to staff and parent coordination and is provided through site-level timelines, calendars, website information, social media sites, school notifications, and site and district newsletters. All of our sites have staff available to provide translation services for our Limited English parents and site-level materials are translated to support the needs of our parents. Any special parent accommodations are also available and arranged through the site and language services department (i.e., special education accommodations, sign-language interpreters, or language translators).

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

All of our schools are School-wide and complete an annual comprehensive needs assessment to upgrade the entire school program in order to ensure all students, particularly those who are low-achieving, demonstrate proficiency or above levels of achievement. In addition, they all bi-annually review the effectiveness of their programs through School Plans for Student Achievement (SPSA) monitoring protocols. All goals and actions in their SPSAs are aligned to the research-based practices in the LCAP, but based on site-level planning, data analysis, and student needs.

None of our schools have Neglected and Delinquent Programs.

Neglected or delinquent: "N/A"

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 schools are school-wide and complete an annual comprehensive needs assessment to upgrade the entire school program in order to ensure all students, particularly those who are low-achieving, demonstrate proficiency or above levels of achievement. In addition, they all bi-annually review the effectiveness of their programs through School Plans for Student Achievement (SPSA) monitoring protocols. All goals and actions in their SPSAs are aligned to the research-based practices in the LCAP, but based on site-level planning, data analysis, and student needs.

None of our schools are Targeted Support Programs.

TAS: "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:**

Funds are utilized to support services that will mitigate the negative impact of poverty. They include provision for transportation to the school of origin as well as support services for the reduction of absenteeism, i.e., absentee follow-up, Saturday school, and credit recovery options, if necessary. In addition, funds provide Chromebook insurance, 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), 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.

We currently provide Title I preschool classes at two school sites, but also have Head Start/State Preschool at eight sites. All elementary sites are Title I Schoolwide and have early childhood transition plans outlined in their School Plans for Student Achievement (SPSAs) for their incoming preschool children. The Coordinator of Head Start/Preschool coordinates Pre-K services with site-level Kindergarten programs to ensure the quality, comprehensive, and cohesive support services are provided to our students and families and are under the direction of the Director of Elementary Education. The transitional plans include Kindergarten readiness support for preschool parents and students, records transition to elementary sites, preschool and Kindergarten teacher collaboration, inclusive of site-level visitations and meetings for parents and students.

In addition, parent orientation and transition support are provided through our Parent and Early Child Development Center which provides a centralized location for 0-4 programs offered in JUSD. This center emphasizes providing services and resources that support early childhood learning and school readiness as well as pre-registration guidance. JUSD also coordinates with grant funding to provide Social Worker, Outreach Workers, Parent Engagement Coordinator, and Behavioral Health Therapists. All of these transitional participant services are coordinated through collaboration with our Head Start/Preschool Coordinator and the Director of our Parent Involvement and Community Outreach (PICO) and the Director of Elementary Education for a seamless transition from early childhood into our elementary Kindergarten 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:**

Transitionally, in secondary schools, through our Director of College and Career Readiness, Career Technical Education (CTE) pathways continue to expand options to prepare our students for post-secondary education or future careers. We have provided secondary counselors in all of our high school libraries with college and career clerks to provide support for FAFSA completion and college and career readiness services, Guidance Counselors, and a Coordinator of College and Career Readiness to support a model that will provide support for a-g completion and career pathway expansion.

In addition, we have alternate settings and support for middle to high school students:

1. Eighth-grade visitations from High school seniors
2. Virtual Learning program provides an optional online educational program
3. Early College program provides a college pathway through Riverside Community College along with expanded dual enrollment options with Norco College and Cal Baptist

**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:**

Jurupa Unified uses "other allowable reservations" funds to assist schools in providing expanded literacy support through additional intervention teachers and literacy resources. Our professional development activities include training and capacity building for literacy and improved academic achievement through our Multi-Tiered Systems of Support (MTSS) and teacher collaboration (teacher, student, and collective efficacy through evidence-based feedback and peer and self-assessment). In addition, we fund two Title I Preschool programs with that reservation. Also included under authorized reservations are indirect cost and administrative reservations.

## **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 (District does not participate in Title I, Part D)

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

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

Not Applicable (District does not participate in Title I, Part D)

### **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 (District does not participate in Title I, Part D)

### **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 (District does not participate in Title I, Part D)

### **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 (District does not participate in Title I, Part D)

**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 (District does not participate in Title I, Part D)

**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 (District does not participate in Title I, Part D)

**Parent and Family Involvement**

ESSA SECTION 1423(8)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable (District does not participate in Title I, Part D)

**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 (District does not participate in Title I, Part D)

**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 (District does not participate in Title I, Part D)

**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 (District does not participate in Title I, Part D)

**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 (District does not participate in Title I, Part D)



## **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:**

Jurupa Unified provides professional growth and improvement through multiple funding sources. With the district's focus on literacy and teachers' collective efficacy, Title II funding will support a Teacher of Special Assignment who provide coaching, mentoring, and push-in modeling and instruction to support achievement for students most at-risk. Individualized professional development to support staff professional growth, improvement, and capacity will be supported through the Alludo platform. Title II will also support some of the contract costs associated with the California Teacher Induction Program (CTIP) and stipends for Induction Coaches. Any conference attendance opportunities are focused on teaching and student learning and are personalized to the district's initiatives for integrating technology, literacy skills support, equity and inclusion, or support for ELD. Both academic and LCAP staff survey data provide us with a gauge to evaluate our professional development programs' effectiveness and future needs.

### **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:**

We have two school sites that have been identified for Comprehensive Support and Improvement (CSI) services, Glen Avon Elementary and Nueva Vista Continuation schools who received additional federal funding which will supplement the actions in their School Plans for Student Achievement (SPSAs) as well as within the Local Control Accountability Plan (LCAP). All principals met with districtwide directors to review program and funding support as well as planning for the identification of evidence-based strategies necessary for improvement for identified student groups. These sites will have professional development support beyond base needs and over and above any additional federal funding supporting their CSI initiatives.

### **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:**

LCAP program goals and actions are part of the fiber of our organization and are woven into all opportunities to discuss and meet on where we are and where we want to go both fiscally and programmatically. This includes analysis of data collected and reviewed through annual measurable outcomes, formative assessments, surveys, and observations. The district has ongoing, regular monitoring of our goals and actions for effectiveness, areas that need improvement, supplemental areas that can be supported by federal funding, as well as administrative staff support for planning, data analysis, and budget alignment. Our strategic program and budget planning are circular in nature and are continuous. Once state and local funding resources are accounted for, federal funds are then used to layer the remaining unfunded activities using the most current regulations and guidance for the use of supplemental federal funds including Title II. Our consultation is also circular in nature with data and program review incorporated through weekly education services meetings, monthly budget and program implementation meetings, District and Site advisories, open-ended responses from surveys, with standing items on LCAP at board meetings.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

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

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

The district's primary professional development will focus on strengthening our collective teacher efficacy through empowering teacher teams with a focus on supporting integrated and designated English Language Development (ELD).

Internally, our best instructional planning has been done through teacher collaboration, on-site grade level minimum day presentations, grade-level meetings, and elective centralized jORS training. Teachers and administrators need time to work together, review student data, agree upon curriculum focus, modify approaches, and seek out best practices which are accomplished through extra time using minimum days and extra time hourly before and after school or through all day or half-day substitutes. Some of this additional time is provided through Title III to support the expansion of EL analysis and planning.

Title III funding supplements our high-quality professional development through staffing as follows: (2) Two EL Resource teachers (RTs) equaling .9 FTE provide coaching support, demo lessons and follow up on effective integrated and designated ELD and differentiated instruction in the classroom. LCFF funding provides (1) One EL Resource teacher (RT) specifically to support the expansion of dual immersion and integration of ELD into instructional practices as well as coaching for integrated and designated ELD and early literacy. Site-level EL Facilitators and all Bilingual Language Tutors (BLTs) are trained in early literacy, English Language Development (ELD), and GLAD strategies.

### **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:**

Language Services, in consultation with Education Services, is implementing a system of support to provide opportunities for immigrant children to develop community and receive language support through school-based resources, with the potential to support virtual collaboration across the district by grade-level. Additionally, extended day opportunities will be provided to immigrant children in their native language to support their academic development.

### **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:**

Jurupa USD provides the following effective programs and activities to assist English learners to increase their English language proficiency and meeting the challenging state academic standards, as well as graduating and entering into higher learning:

Effective early literacy instruction is a keystone to both our answer to first best instruction with a systematic process of integrating foundational skills in the early years and is a strong part of our Multi-Tiered Systems of Support (MTSS) for all students. All students' grades TK-6 will be monitored using a universal diagnostic screener. All K-6 grade teachers, along with principals and literacy support teachers, will be trained on using the diagnostic screener, interpreting results, modeling strategies, modifying instruction, identifying students for intervention, and providing small group targeted instruction. The district has 32.8 FTE literacy support teachers who deliver early literacy, and strategic and intensive ELA/ELD instructional support. (Casey Foundation, 2012; Pressley 2001; Brady 2012)

Our Dual Immersion (DI) program provides both native English-speaking and native speakers the opportunity to develop bilingualism/biliteracy, academic achievement, and cross-cultural competencies. We currently have five sites with Dual Immersion programs, Sunnyslope Elementary, Stone Avenue Elementary, Pedley Elementary, West Riverside Elementary, and Jurupa Middle schools. Title III funding currently supports supplemental instructional resources to support the DI program. Site-level Title III funding will also provide site-level BLTs and resource materials to supplement EL student instructional needs. (August and Shanahan 2006)

### **English Proficiency and Academic Achievement**

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our students access California State Standards (CSS) across our district at every grade level through the use of adopted textbooks, curriculum units, and assessments. There are intentionally aligned components, clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies, that ensure that all students achieve the desired end: college and career readiness. The key to success is to plan, implement, and revise in incremental steps over time. Teacher support, input, and feedback are an important part of the process and include the integration of ELD strategies into the curriculum. Larry Ainsworth (2010)

Jurupa also has purchased English Language Arts (ELA) and English Language Development (ELD) instructional materials K-12 with professional development support from publisher and language services staff with materials in both print and digital formats. All materials adopted are appropriate to the CSS-aligned curriculum as well as the language acquisition needs of students. All English Learner (EL) students receive instruction in the strands of Reading, Writing, Speaking and Listening, and Language as integrated ELD in addition to a minimum of 30 minutes of daily designated ELD. Integrated and designated ELD coaching and standards implementation support are also provided through EL Facilitators (ELFs), Bilingual Resource Teachers (BRTs) as well as Literacy Support Teachers.

Monitoring of instruction and learning takes many forms and is continuous in nature. It is critical to plan and deliver instructional strategies and activities that are effective and ensure actions to improve student performance. The method by which teachers will respond to student learning needs will include the administration of frequent formative and performance assessments addressed through the collective inquiry process. For example, performance tasks serve as a common formative assessment for teachers to elicit evidence of learning, analyze the evidence, provide students with specific standards-based feedback, modify instruction to meet the current needs of their students, and clarify upcoming learning intentions. In addition, instructional rounds will continue to enhance teachers' pedagogical skills and develop a culture of collaboration. (Marzano, 2011)

We are currently expanding and implementing our framework for our Multi-Tiered System of Supports (MTSS) which will include support for first best instruction, strategic and intensive intervention as well as Social and Emotional Learning (SEL) strategies.

Please note that the Response above does not reflect the use of Title III funds. These are all services being provided through other State and Federal funding sources.

## 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:**

Our district's comprehensive needs assessment used in the development of the Title IV activities and program structure included stakeholder outreach as follows: parents, teachers, principals, students, district administrators, classified support staff, community, and union representatives. Our ongoing needs assessment process includes a review of summative, formative, and survey data, root cause analysis, strengths and areas of improvement under College and Career Readiness (student access to a well-rounded education/effective use of technology and professional development), Safe and Orderly School Environments (healthy and safe environments), and Parent and Community Engagement (stakeholder involvement and community-based outreach). We also contact our local private school officials by letter and personal calls.

The program objectives include ensuring all students will have both academic and behavioral support through evidence-based curriculum and training (i.e., AP and Dual Enrollment access, CASEL SEL strategies, PBIS, and Future Ready technology planning). For evaluation of effectiveness, we have an ongoing, annual cycle of program review (i.e., program implementation and review of intended outcomes) that occurs through weekly, monthly, and annual cabinet, business, personnel, and education service meetings. Annual Measurable Outcomes for College and Career include a review of increased implementation of content and performance standards, Statewide assessments in ELA and Math with a targeted review of Reading Claims, NWEA and Reading Inventory literacy data, AP passing rates, college preparedness data review through EAP and college-going rates, CTE course pathway completion, a-g course completion, and graduation rates. For Safe and Orderly schools, we review school attendance rates, chronic absenteeism, mental health referrals, dropout and suspension rates, as well as survey data on pupils, parents, and teachers' sense of safety. For technology, survey data is reviewed on teachers' professional needs relative to technology use and integration.