



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/Documents/LCAP%20Template%202019%2006.24.19%20FINAL.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.

The district primarily utilizes federal funds to supplement and enhance student literacy and social emotional needs through instructional support and 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:

1. Development and Implementation of Units of Study for English Language Arts/English Language Development and Mathematics. In addition, the development and implementation of units for Next Generation Science Standards (NGSS)
2. Professional Development on Impact Teams which is a model that provides the processes to build teacher expertise and increase student learning through formative assessments and collaborative inquiry
3. Multi-Tiered System of Supports (MTSS), and Social and Emotional Learning (SEL), Peer Coaching and Technology proficiency
4. Digital Gateway Chromebook technical and professional support for technology skills and integration
5. K-4 Literacy focus on inclusion, prevention, and intervention with grades 5-6 intervention support moving from pull-out replacement model to a push-in differentiated model
6. College and Career Initiatives through expanded Career pathways, Credit Recovery, Counselor and Guidance Coordinator support, a-g readiness, and AP courses
7. Student and family support including behavioral, safety, and mental health services through focus on student wellness

We have integrated Title I, Title II, Title III currently into our 2019-20 LCAP and will also integrate Title IV as planning is completed. In order to provide the extra supports needed for our students who are not meeting grade level standards, the following strategies are supplementing our primary initiatives using federal funding.

Additional literacy 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, during- school opportunities aligned to site-based student needs.

English Learner services are provided through classroom instructional support and coaching on new ELD framework, early literacy, and support for integrated and designed 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 with BLTs, additional coaching, and supplemental materials.

Our professional development program for Impact Teams (Hattie 2009) will support our teachers in site-level collaborative planning, practices that maximize student learning, and use of formative assessments. In addition, we are developing a framework for Multi-Tiered System of Supports (MTSS) with 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. Schools Plans for Student Achievement (SPSAs) are aligned to LCAP goals and actions and 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.

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 is circular in nature and is 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	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:

No ineffective or out-of-field teachers existed to calculate disparities. All teachers are fully credentialed outside of 9 interns who are receiving ongoing BTSA support.

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:

Many programs are in place that build 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. 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 Parent Engagement Leadership Initiative (PELI).

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 supports. Staff are 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 at DAC or SSC meetings and distributed through beginning of the year orientation materials in format and language needs of 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 effectiveness of parent involvement activities along with the LCAP parent survey that requests feedback on 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 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 SBAC and local assessments, and available interventions in reading, language arts, and mathematics for students needing assistance.

Communication is key for staff and parent coordination and provided through site-level timelines, calendars, website information, social media sites, school notifications, and site and district newsletters.

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 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 and we have no Neglected and Delinquent Programs.

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, 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) 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:

We currently provide Title I preschool classes at two school sites, but also have Head Start/State Preschool at eight sites. All elementary sites have early childhood transition support services outlined in their School Plans for Student Achievement (SPSAs). The Coordinator of Head Start/Preschool coordinates Pre-K services to ensure the quality, comprehensive, and cohesive support services are provided to our students and families and is 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, and site-level visitations and meetings.

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. This year we have added behavior administrators and new counseling staff 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. Rivercrest Preparatory provides an online educational program
3. Early College program provides college pathway through Riverside Community College along with expanded dual enrollment options with Norco College and Cal Baptist

We have also placed secondary counselors into all of our high school libraries with college and career clerks to provide support for FAFSA completion and college and career readiness services.

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:

Funding provides library resources for our school libraries through expansion of books and eBooks, professional development for library staff in both library and Chromebook management, development of makerspaces, and implementation of literature-inspired maker activities.

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

(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)

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)

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 (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 USD provides professional growth and improvement through multiple funding sources. With the district's focus on literacy and teacher's collective efficacy, Title II funding will support (4) four class size reduction (CSR) intervention teachers who provide coaching, mentoring, and push-in modeling and instruction to support achievement for students most at-risk of not reading by third grade.

Our Impact Team training will be districtwide with implementation of Cohorts 1, 2, and 3 on evidence-based practices that enable educators to acquire, implement and assess improved practices. The Impact Team model is a strengths-based approach that helps teacher teams improve student learning by focusing on critical learning goals, analyzing evidence, and taking collective action. Additional time to plan and contract services with Core Collaborative will be supported with Title II funding.

Title II will also support some of the contract costs associated with the California Teacher Induction Program (CTIP). A .50 personnel clerk will provide support for recruitment and placement for our new teachers and ensures documentation of BTSA support.

Any conference attendance opportunities are focused on teaching and student learning and is personalized to district's initiatives for integrating technology, literacy skills support, equity and inclusion, or support for ELD.

Both academic and LCAP staff survey data provides 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, Mira Loma Middle and Nueva Vista Continuation schools who received additional federal funding which is outlined in their School Plans for Student Achievement (SPSAs) as well as within the Local Control Accountability Plan (LCAP). In addition, we had four sites identified as Additional Targeted Support and Improvement (ATSI), Mission Middle, Mission Bell and Peralta Elementary sites for Students with Disabilities, and Rubidoux High for Homeless and Students with Disabilities.

All principals met with districtwide directors to review program and funding support as well as planning for 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 and ATSI 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 is circular in nature and is 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 collaborative inquiry into formative assessment data and instructional protocols. Impact Teams will focus on building expertise around developing assessment capable learners, moving the ownership of learning from the teacher to the student.

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 trainings. Teachers and administrators need time to work together, review student data, agree upon curriculum focus, modify approaches, and seek out best practices and is 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 for 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 provide coaching support, demo lessons and follow up on effective integrated and designated ELD and differentiated instruction in the classroom and are also part of Impact Team training support and implementation. LCFF funding provides (1) One EL Resource teacher (RT) specifically to support expansion of dual immersion and integration of ELD into Units of Study as well as coaching for integrated and designated ELD and early literacy. Site-level EL Facilitators and all Bilingual Language Tutors (BLTs) are trained on 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:

Not Applicable (Jurupa does not currently receive funding for immigrant students).

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:

Jurupa USD provides the following effective programs and activities to assist English learners increase their English language proficiency and meet 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 student's grades TK-6 will be monitored using a universal screener grades TK-3 DIBELS/IDEL and 4-6 using Istation. All K-6 grade teachers, along with principals and intervention teachers, will be trained on using DIBELS/IDEL and/or IStation, interpreting results, modeling strategies, modifying instruction, identifying students for intervention, and providing small group targeted instruction. The district has (17) seventeen literacy intervention teachers (with (3) three provided through Title III funding) who deliver early literacy, 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 three sites with dual programs, Sunnyslope, Stone Avenue, and Pedley Elementary schools and we have followed our DI students through Jurupa Middle and Patriot

High School with AP Spanish. Title III funding currently supports (6) six Bilingual Language Tutors (BLTs) and 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 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:

Our students access California Common State Standards (CSS) across our district at every grade level through the use of Units of Study (UoS) and assessments. The UoS are an inclusive set of intentionally aligned components, clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies, organized into sequenced units that serve as both a detailed road map and a high-quality delivery system for ensuring that all students achieve the desired end: college and career readiness. The evolution of our *Units of Study* is a long-term teacher driven process and not a one-time event. The key to success is to plan, implement, and revise in incremental steps over time. Teacher support, input and feedback is an important part of the process and includes the integration of ELD strategies into the unit development. Larry Ainsworth (2010)

Jurupa also has purchased new 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 Units of Study 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 is also provided through EL Facilitators (ELFs), Bilingual Resource Teachers (BRTs) as well as Literacy Intervention Teachers.

Monitoring of instruction and learning takes many forms and is continuous in nature. It is critical to planning and delivering 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 integrated within our Units of Study (UoS) and addressed through the collective inquiry process. The 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. Through the journey of Impact Team training this year, instructional rounds are a key part of our training and monitoring. We will look for evidence that students know the learning goal and success criteria, can answer the feedback questions, and are actively engaged in the formative process. In addition, instructional rounds will continue to enhance teachers' pedagogical skills and develop a culture of collaboration. (Marzano, 2011)

We are currently building 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.

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:

After initial consultation and based on our district's comprehensive needs assessment, we identified actions and services that would best support the use of Title IV funding by percentage below.

These activities will include supplementing professional development and resources for a well-rounded education through Multi-Tiered System of Supports (MTSS) both academically (literacy, inclusion and AVID support) and behaviorally with Social and Emotional Learning (SEL) training curriculum (25%) and college and career counseling and resources (includes PSAT/SAT and AP exams) (45%). In support of safe and healthy students, supplemental mental health and behavioral support (20%) with interns available to all of our sites and training and resources for trauma-informed practices. For support of effective use of technology with new roll out of Chromebooks, we will continue training in integration and blended support for technology (15%).