

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

LEA Name

Gustine Unified School District

CDS Code:

24 73619 0000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Gustine Unified School District uses federal funds to supplement and enhance local priorities. We use our federal dollars to assist students in LCAP Goal 1 of Academic Achievement. The academic supports include diagnostic exams and instructional lessons to support to student learning and also reading and math intervention programs. These programs enhance the funds already spent by increasing the resources and time students have to increase learning. Intervention teachers at the elementary and middle school sites are funded to offer specialized small group instruction, implement reading intervention programs, and recommend intervention/instructional strategies to teachers. Instructional coaches support teachers in the classroom. Professional Development is also provided to these teachers, administrators, and staff. Computer carts are purchased for classroom use to enhance the learning environment. This supports students in being able to utilize StudySync Reading Programs, Benchmark Advance Reading program, Reading and Math intervention programs, and i-Ready Diagnostic and Instruction. The carts also allow students to have access to additional online supports and the opportunity for teachers to specialize and enhance classroom instruction. Other staff are funded through title programs to offer additional support to students such as aides, library specialists, and computer techs. Summer School is also funded through federal money. Federal and local funds are aligned to address school achievement, parent involvement, professional development, mastery of California Common Core and Next Generation Science standards.

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 follows the guidelines for using federal funds and works to align the use of funds to the LCAP goals. Any activity proposed is to supplement the current goals of the district under state LCFF funded and explained in the district LCAP. Each school site using federal funds is required to inform School Site Council (SSC) and the English Learner Advisory Committee (ELAC) of the use of both federal and state funds. Student data is reviewed and progress is tracked which allows sites to determine possible actions/activities. Federal funds and Local Control Funding Formula (LCFF) funds are analyzed by all stakeholder groups and those groups participate in forming the plan.

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 poverty criteria that will be used to select school attendance areas is the LCFF Alternative Income Form.

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:

Gustine Unified School District focuses on providing a quality education for all students. The process used for identifying disparities that result in low income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out of field teachers was to use the CDE LCAP Federal Addendum Data Collection Tool. This tool provided the district in gathering the correct information to identify and address any disparities. Due to our size, the district was able to look at each teacher and identify how close they were to becoming experienced and the district was also able to identify ways in which inexperienced and ineffective teachers were supported to ensure all students receive a quality education.

Though analyzing the data regarding disparities that result in low-income students being taught at higher rates, the only comparison is between the two elementary schools. Romero Elementary School has the highest low income percentage at 91.4% low-income and they have 0% ineffective/misassigned teachers and 0% inexperienced teachers. Gustine Elementary School has a low-income percentage of 83.5% and have 0.7% ineffective/misassigned teachers and 13.8 inexperienced teachers. Gustine Middle School has 81% low income and they have 15.7% of their teachers are ineffective/misassigned and 36.8% are inexperienced. Gustine High school's low-income percentage is 83.3% and they have 0% ineffective/misassigned teachers and 20% inexperienced teachers. There are no teachers who are out-of-field at our four schools.

Some conditions that contribute to ineffective or inexperienced teachers is due to the geographic location of our district. The district is located in rural area and often new teachers will leave after one year. The district has worked to improve the supports in place for new teachers who are not induction ready and have supported in the classroom as well. Overall 4.1% of teachers are effective/misassigned and 18.4% are inexperienced. Next year, that number will decrease as 8% of the teachers with two or fewer years will move into their third year of teaching. Overall, the largest discrepancy is at the middle school and all teachers will be supported by an instructional coach who will work with all teachers to improve strategies for low income students. During the hiring process, GUSD always aims to hire fully credentialed teachers. If a fully credentialed teacher is not available, GUSD will seek Provisional Credentials or Internships. When a vacancy occurs and we need to fill the vacancy with an ineffective teacher, we seek to provide as much support as that teacher needs to be successful, which include new teacher meetings, classroom supports from instructional coaches, ongoing professional development, and mentors. When teachers are eligible, induction programs are paid for by the district. Stakeholders were engaged in the process of gathering information and analyzing disparities. Strategies to support teachers were designed as a team. Administrators will also create check in time for new, inexperienced teachers.

By analyzing the data regarding disparities that result in minority students being taught at higher rates, the largest group of minority students is the Hispanic population which is 83.4% of the student population. Romero Elementary School has an 88.5% Hispanic population and they have 0% ineffective/misassigned teachers and 0% inexperienced teachers. Gustine Elementary School has an 83.9% Hispanic population and have 0.7% ineffective/misassigned teachers and 13.8 inexperienced teachers. Gustine Middle School has 89.5% of students who are Hispanic and they have 15.7% of their teachers are ineffective/misassigned and 36.8% are inexperienced. Gustine High school's Hispanic student population is 78.3% and they have 0% ineffective/misassigned teachers and 20% inexperienced teachers. There are no teachers who are out-of-field at our four schools.

The findings are similar to the low-income student findings and the ways to address disparities will also be the same.

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:

Gustine Unified School District continues to promote parent and family engagement. The District Advisory Committee is made up of a parent representative from each school site, and meets several times per year to discuss and jointly create the parent and family engagement policy, ways to meet parent needs, and review input and help update the Local Control and Accountability Plan (LCAP). The representatives from each school are entrusted to communicate the information from the meetings to their school site council meetings and the school community. They also bring topics to the meetings as needed. Elementary sites also provide Latino Family Literacy nights to increase literacy and connections among the families and students. The school sites also create additional parent engagement activities such as math and reading nights, Back to School night, Open House, student performances, parent conferences, and other engagement activities. Parent academies are also held throughout the year at various sites. During parent meetings translation and child care are provided. Parent conferences and engagement activities are well attended by parents. Parents are surveyed at the schools with Title I surveys and also surveyed through the LCAP Engagement Process to determine the effectiveness of parent and family engagement as well as additional events/activities they are interested in having provided. These results are used at the site and district level to address the engagement needs of parents.

School site councils are active at each site and Single Plans for Student Achievement are reviewed and updated throughout the year. School site council members are involved in monitoring progress and evaluating the SPSA.

In order to promote continual parent and family engagement, all schools within the district jointly develop and distribute a written parent and family engagement policy that is reviewed at least annually. This policy may be an amended version of the district parent and family engagement policy if applicable. All parents are surveyed for comments on the plan. Each school within the district convenes an annual meeting in which all parents are invited to attend to explain the requirements of the policy and parental rights. All parents are surveyed with Title I and LCAP surveys. Meeting times are flexible and convenient to parents. During parent meetings translation and child care are provided. Each school within the district also jointly creates and school-parent compact which outlines how the parents and entire school staff will have a shared responsibility for improved academic success. The importance of family engagement and ongoing communication are emphasized. Schools train parents on ways to help with academic standards and how to work with their children. All staff are trained on effective and ongoing parent communication.

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:

Gustine Unified School District contracts with Merced County Office of Education to provide a community school program for students who have been expelled from the district. Students who are expelled are identified to participate in the community school program. All of the schools in the district operate a school wide Title I program and are compliant with the state and federal requirements of the parent school compact, parent and family involvement policy, and an annual Title I meeting. Each site conducts a needs assessment and describes the instructional strategies to strengthen the academic program in the schools. Decisions to spend funds are based on improving outcomes that increase the quality of instruction and quality of learning for students. These are used to help students who are at risk of not meeting academic standards. Staff training and professional development is informed by the results of the comprehensive needs assessments, other surveys, and responding to student data.

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 for homeless children and youths are used to provide services such as transportation, community support services, and counseling provided within the district. All office staff members are trained yearly regarding policy and regulations regarding the identification and enrollment of homeless, foster and other at-risk youth. Staff members are directed to document in Aeries, the student information system, each homeless youth and monitor the child's attendance. If attendance is an issue, contact is made with the family to find supports to improve attendance. Staff are trained to update status of homeless youth periodically as the status may change. The district coordinates services in accordance with the McKinney-Vento Homeless Assistance Act.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not provide early childhood education programs. However, it will begin a transition process and begin to work with early childhood education in the program to transition students into our elementary schools. Throughout the monitoring of data, it was found that students have difficulty transitioning from middle school to high school. During the 2019-2020 school year, programs will be developed to ensure students are prepared and have effective transitions from middle school to high school. A plan will also be developed to assist students in preparing for college and career. The district will create a plan that all graduating students either enroll in college or have secured employment. Career counseling is available to help students find employment or to identify areas of interest to help students plan for employment.

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:

Elementary and middle school libraries have library clerks that assist students in selecting books. The books are updated regularly. Students also have access to digital literacy through the Benchmark Advance Curriculum (grades TK-5) and StudySync (grades 6-8) which allow students access to above grade level materials as needed as well as support to improve academic achievement.

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

Gustine Unified School District's system of professional development includes supporting new teachers through the Teacher Induction Program (TIP) and supporting new administrators in Administrative Keys provided by Merced County Office of Education. Coaches are provided to support the induction programs for new teachers and new administrators. GUSD has established instructional leaders at each to support professional learning communities. This program provides training and builds the capacity of our teachers through leading the team collaboration time which allows teachers to analyze data and share effective instructional practices. ELD Coordinators also have taken a leadership role in building capacity among other teachers through modeling and training of effective practices.

The district professional growth is to build capacity within the Professional Learning Communities at all of our sites. All teachers participate in the onsite trainings. The work of the PLC is focused on identifying essential standards, common formative assessments, intervention/enrichment, and collaboration around data based effective strategies. The district will also provide training on the effective use of technology.

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:

All of the sites in Gustine Unified School District meet the minimum qualifications. The highest levels are in the two elementary schools.

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:

Gustine Unified School District uses data and ongoing consultation to improve activities supported under Title II. GUSD uses the survey results received from all stakeholders to gather feedback regarding school climate, academic programs, parent and family engagement, college and career readiness, academic rigor, and student engagement. Survey results are analyzed and shared district wide to determine areas of strength and need. The district also uses evaluations and observations to determine need based on classroom instruction and environment. Also, staff provide feedback through professional development surveys and evaluations of current professional development. Changes are made based on the survey data. Finally, analyzing student need through the data presented on the California Dashboard helps to provide areas of student need.

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 will provide teachers and administrators training to improve outcomes for English Learners. All TK-12 grade teachers will receive Designated and Integrated ELD professional development. All teachers are provided training two times per year on how to effectively plan strategies to use during designated and integrated ELD. Each grade level team and/or content area team will create an action plan to increase the use of effective strategies for English Learners. Supported team planning time is integrated into the training.

Teachers, Administrators, and Community Liaisons will attend a Soluciones Conference to learn practical strategies to increase EL Achievement, develop vocabulary, literacy, and math skills; advocate for multicultural practices, determine how to effectively build relationships with Hispanic and Latino students, and build positive relationships through family engagement. In addition, professional development for Professional Learning Communities will be used to increase the effectiveness of PLCs. Staff will learn how to use data, share effective instructional strategies, and effectively collaborate to increase student achievement. Teachers are provided release time to integrate ELD strategies into units.

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:

In order to provide enhanced instructional opportunities for immigrant children and youth, high quality professional development for teachers and other staff will focus on how to meet the specific language needs of EL students. Bilingual instructional aides will provide additional primary language support in the classroom setting. Intervention teachers will also provide specialized ELD and additional learning opportunities for immigrant students. ELD Coordinators will monitor the progress of immigrant students and provide interventions and support to teachers to increase instructional opportunities. Family literacy, parent training, and community outreach as well as purchasing educational materials, supplies, and technology will be provided to help immigrant children and families to be successful in schools. Additional professional development opportunities will be provided for support personnel, including teachers, counselors, instructional aides, and others who provide services to immigrant children and youth.

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:

Gustine Unified School District (GUSD) will provide high quality programs and services to meet the academic and language needs of English Learners. ELD Coordinators will provide demonstration lessons and assist teachers in designing lessons to address the various language needs and to incorporate scaffolding supports, so ELs are engaged in academic challenging lessons. The district will provide designated and integrated ELD to support English language acquisition for all English learners in every content area.

The language program provides English Language Development (ELD) and access to core content through Specially Designed Academic Instruction in English (SDAIE) and other research based effective instructional strategies. In grades TK-5, EL students are grouped together by no more than two sequential English language proficiency levels for ELD. In grades 6-12, one period is provided for designated ELD where EL students are grouped together by no more than two sequential English language proficiency levels are scheduled together for instruction. The ELA instructional program is aligned with the Common Core State Standards (CCSS) and ELD standards. The District has identified supporting ELD standards in the units of study. Additionally, the district's adopted materials that support ELA and ELD at the elementary level (Benchmark Advance – Benchmark Education) and ELD materials at the middle school level (StudySync - McGraw-Hill).

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:

The district uses a variety of tools to ensure that students are achieving English proficiency. The progress of English Learners is monitored through the use of district diagnostic assessments 3 times per year. GUSD also monitors progress on English Language Assessments. ELPAC Scores are monitored and shared with all teachers to ensure effective instruction. Professional Learning Community teams also regularly monitor the progress of English Learners. By monitoring progress, the staff is able to respond and offer additional supports and adjust instruction and appropriate strategies as needed. English learners who are at risk of becoming long term ELs or who are already long term ELs are identified. Additional supports are utilized by these students. This includes additional time in zero period or afterschool as well as tier ii instruction in the classroom.

To ensure students are progressing in meeting the challenging state academic standards, progress on the CAASPP, diagnostic benchmark assessments, and formative assessments are monitored. Teachers collaborate weekly on effective strategies to better meet the needs of the students. The ELD coordinators also work with teachers to give direction and train on effective instructional practices to use with English Learners.

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:

GUSD will use Title IV funds to providing students with a well-rounded education through additional STEM based activities, arts, and civic activities. Mental health awareness and drug and violence prevention will also be supported through Title IV and in partnership with a community health organization. Professional development will be provided for effective use of technology.