

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

## LEA Name

Kings River Union Elementary School District

## CDS Code:

54719696054126

## 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.

Kings River Union strategy is to use state and local funds to support the core educational program for all students and then use all federal funds to supplement, enhance, or expand upon the local priorities and initiatives. All of the additional actions and services that are funded through these federal dollars are in support of the broader goals within the Local Control Accountability Plan (LCAP) and allow for the district to provide more services to students and families than would otherwise have been possible. The district multi-tiered system of support leadership team conducts an annual needs assessment utilizing the Fidelity Integrity Assessment (FIA) to determine strengths and weaknesses across the system. Additionally, the district demographics, state & local test results, and currently available resources are reviewed. Before spending federal funds, the district gathers input from stakeholders to determine the action steps to increase student achievement and support students. Stakeholder input is valued and used to assist in designing a plan that meets identified needs with intentional spending.

## 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.

Kings River Union utilizes the LCAP as our single plan to guide the use of all funds available to the district; LCFF Base funding, supplemental & concentration funding, state grants, federal Title I, Title II, Title III, Title IV and Title V funds, and some smaller grants.

The funds will be used as an additional supplement to the supplemental/concentration funding received through our unduplicated pupils. This year the Title I, II, III, IV, and V funds will be used in the following manner: provide intervention and additional support to struggling students (LCAP Goal 1 Action 6), support the full implementation of a multi-tiered system of support (LCAP Goal 1.9), provide a kindergarten camp experience to support a smooth transition to school (LCAP Goal 1 Action 10), provide a summer school experience for students (LCAP Goal 1 Action 11), expand the Visual & Performing Arts offerings in alignment with the VAPA Strategic Plan at KRUE (LCAP Goal 1 Action 12), provide College & Career experiences and education (Goal 1 Action 13), provide professional development and instructional coaching support (LCAP Goal 2 Action 5 and Goal 3 Action 3), provide individualized intervention software (LCAP Goal 4 Action 4), provide parent engagement and education (LCAP Goal 5 Action 1), support communication with families (LCAP Goal 5 Action 3), provide supplemental materials and English Language Development materials (Goal 3 Action 4), and provide a licensed vocational nurse for students (LCAP Goal 6 Action 10).

## 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.

N/A

## 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:

N/A, single site school district.

#### 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).

N/A

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:



Kings River Union offers multiple opportunities for parent and family engagement within our single site school district. The King River Union Parent and Family Engagement Policy, was developed jointly with parents and staff through the School Site Council, English Learner Advisory Committee, and teacher leadership. The policy is reviewed annually, input accepted, and changes made based on the direction of the parents and staff. The policy is distributed annually to all families including migrant, English Learners, and students with disabilities at the beginning of the year. In addition, the Parent/Student Handbook that is distributed annually outlines district protocols and the rights of parents to be involved in their learners' education.

Kings River is committed to partnering with parents and the community to create a culture of learning. We support this goal through our efforts to bring whole family learning opportunities on to our campus. KRUE provides training for parents and families in literacy, math, technology, and STEM. We also offer parent education opportunities at the following levels; infant/Toddler, preschool, and elementary level. The trainings we provide support the notion that parents are their child's first teacher and introduces parents to concepts that will enable them to support their children and be involved in their educational success. The various meetings and events also provide information on state standards and assessments.

KRUE works diligently to fully communicate with all families in accessible formats and to provide the message in both English and Spanish; phone messages, text messages, notes, community newsletters, website, individual personalized meetings, and school wide events. This wide array of communication tools assists us in reaching every family in the format that best meets their needs and allows them to be engaged at the level they feel most comfortable. School staff are available to provide translations for meetings and conferences. A translator is available at all parent/teacher conferences and in all meetings, such as IEPs and 504 Plans. Teachers regularly meet with parents and family members to provide information and guidance as to how to help their child in school and to explain the rigorous state standards and assessments. Every effort is made to accommodate parents at both formal and informal meetings and conferences.

Parent advice and consultation, via the School Site Council and English Learner Advisory Committee, will be the basis of training for teachers and other school staff on the value of involvement and strategies for enhancing involvement. Kings River Union uses an annual survey information and community forums to gather input from the families in order to best respond and adapt our approach in meeting the needs of students and families. The data is shared with the site leadership team, School Site Council, and English Learner Advisory Committee to create a coordinated plan integrating parent involvement activities with Federal, State, and local programs. Quarterly School Site Council and English Learner Advisory Committee meetings include a review of all Title programs including budget updates, program evaluations, and schoolwide activities.

In addition to formal quarterly meetings of the School Site Council and English Learner Advisory Committee for consultation, review, evaluation and amendments to the Local Control Accountability Plan(LCAP), the district holds public forums and conducts surveys to be certain that parents and families are actively engaged in the LCAP continuous improvement process. The results from the surveys and forums are then consolidated and shared with all stakeholders to generate discussion, gather ideas, and coordinate the multiple plans to maximize service and efficiently utilize funds.

Finally, the most important element for effective parent and family engagement is in creating a welcoming school culture in which every member feels valued and knows how to participate.

## **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.

SWP: Kings River Union is an approved Title I schoolwide program. The nature of the programs, services, and activities provided to students supplement and enhance the instructional program to assure that every student attains academic proficiency in all state standards. Kings River works to support the success of all students with the following support available for our at-risk students; reading intervention during the school day, summer school, and before/after school intervention. Our school data that is collected to inform our progress in these areas indicates that the selected evidenced based strategies are supported with both moderate and promising evidence of accelerated student attainment of the challenging State standards. These programs may include activities such as extended learning time, standards-aligned supplemental materials (including electronic resources), professional development, parent involvement and consultation, supports for students' personal and academic growth, partnerships with community agencies, and other supplemental programs as are appropriate under ESSA to support and enhance Title I identified students.

Kings River develops a comprehensive plan, School Plan for Student Achievement (SPSA) with the support and input provided by our School Site Council. Our SPSA is embedded within our Local Control Accountability Plan (LCAP) and the School Site Council also serves as the District Advisory Committee to provide input, oversee, and assist in the development and alignment of both plans serving the needs of the most at-risk students. This plan is monitored at least twice a year and revised as necessary based on student needs and all students meeting the challenging State academic standards. Kings River makes school progress available to the LEA Board, parents, and the public, and the information contained in the LCAP (SPSA) via the school website, hard copies are available in the front office, and through school meetings and events. This important information is presented in an understandable format and made available in English and Spanish to reflect our school community.

TAS: N/A

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:**

N/A

### **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

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

The Kings River Union School Board adopted a homeless education policy to ensure homeless learners receive equitable access to services, as well as, other supplemental services which target their specific needs. King River has a Homeless and Foster Youth Liaison and school social workers that also support the enrollment, attendance, and success of homeless children and youth. The social workers provide direct individualized services to the families to provide support and access to multiple services; food, shelter, mental health, transportation, etc. Additionally, our licensed vocational nurse monitors their health and supports families with accessing any necessary medical services. Kings River Union works diligently to provide seamless braided services to this set of students and families to ensure that they experience success and are embraced within our school community. Kings River Union utilizes the reserved funds for homeless education to provide for the direct needs of students; this may include purchasing items such as food, clothing, school supplies, or toiletries to assist the student and family during this difficult time.

### **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.

N/A

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:**

Elementary school to middle school:

Kings River Union has a full time academic counselor to support student success and promote smooth transitions between programs.

As a single site small school district, the students do not change campuses for this transition but it is still treated as a major transition and teachers in the 5th and 6th grades hold several events at the end of each school year to help acclimate the children to the 6th-8th grade middle school.

Middle school to high school:

Kings River Union feeds into two separate high school districts. Therefore, we have to work hard to ensure that we have a good system of transition between our middle school program and both of the high schools. For the past two years, we have worked with Dinuba High School, where about 85% of our students attend, to provide a career planning class to 7th and 8th grade students that ties directly to their college and career pathways on the high school campus. Once per week, for about 12 weeks of the school year, a Dinuba High School counselor is on our campus and working through the career planning software that helps students identify their interests and strengths and connect those interests to their high school classes. This has been an invaluable resource in assisting 7th and 8th grade students to plan for their future and to connect that plan to their future learning in high school and beyond. Both high schools visit the Kings River 8th grade students to assist with registration, inform them of activities and programs, conduct placement tests, and review high school expectations.

Also, students leaving our campus for high school, who have a known need for support, an IEP or Section 504 Plan, are involved, with their parents, in transition meetings with the appropriate high school personnel, that could include school psychologists, our special education teachers, and administrators from both schools.

**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:**

Kings River Union uses a portion of the Title I funds to support reading intervention during the school day in grades kindergarten through fifth grade. The Title I funds are also used to provide a two day transitional kindergarten camp at the beginning of each school year to support our youngest students becoming acclimated to their new school environment and help them begin school successfully. Additionally, Title I funds have enabled the school district to provide a licensed vocational nurse to support the overall health and well being of all of our students; improving attendance and opportunity to be successful in the classrooms.

## **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:**

Kings River Union Elementary School District uses LCAP metrics, state assessment results, local assessment results, staff and parent surveys, and instructional delivery data collected during classroom observations conducted by administration to determine the areas of need in which to focus professional development each school year. The district provides all new teachers the opportunity to attend the Teacher Induction Program through Tulare County Office of Education and a full day new teacher orientation at Kings River Union. Additionally, each of these new teachers are provided an experienced teacher mentor to support them during their first years in the classroom and accelerate their assimilation utilizing district programs and curriculum content.

Administrators are trained in a variety of areas from understanding state standards, interpreting state assessment results, Positive Behavior Intervention Systems, Multi-Tiered Systems of Support and other trainings dependent on the specific data and needs of the district.

Kings River Union teachers attend professional development days prior to the start of every school year. Each year, these days are tailored to the current instructional needs and curricular program needs identified through data and surveys. Additionally, teachers have the option to attend a small schools professional development day to interact with other educators from small school sites on the most current topics in Education. Our teachers have an early release day once a week and this day is utilized to engage in professional learning communities focused on collaboration to increase student learning outcomes and support instruction, assessment, and curriculum aligned to California State Standards. Teachers also receive on site coaching from content experts through an annual contract with Tulare County Office of Education. Finally, teachers are also able to request to attend offsite professional development on selected topics to support their overall professional growth and development.

### **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:**

As a single site school district, the district allocates all funding to our one school site which uses student assessments and staff collaboration to determine the most appropriate professional development focus annually.

### **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:**



Kings River Union Elementary School District (KRUESD) will provide professional development and professional growth so that teachers have the necessary skills to meet the demands of our student population. Most of the current Professional Development will occur through a contract with Tulare County Office of Education, in-house training, and attendance at conferences. Based on the regular review our local student performance data for ELA, Math, Science, and Social Studies we have identified a need to focus training on developing a comprehensive Designated English Language Development Component within and across each grade level. Currently, we have Tulare County Office of Education Instructional Coaches who provide customized grade level support and development, based on data and identified need. Kings River Union Elementary School District will review the effectiveness of this program through the use of local trimester reviews of student performance data, ongoing monitoring of our teaching practice through classroom observations, and the end of the year performance data on state assessments. Our intent is that in our regular reviews of student performance data and classroom teaching practice we will be able to identify the strengths and weaknesses in our system and make real time adjustment to our Professional Development to meet this need. All of this information is also shared with the School Site Council and the District English Learner Advisory Committee.

## **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:**

Kings River Union Elementary School District (KRUESD) provides English Language Development training through a contract with Tulare County Office of Education, in-house training, and attendance at off site conferences or trainings. The focus of training is developing a comprehensive Integrated and Designated English Language Development Component within and across each grade level. Additionally, team members attend training on the English Language Proficiency Assessment for California, Effective Leadership and Instruction for English Learners, and the California English Learner Road Map which will provide guidance on implementation of new policy and will strengthen educational policies, programs, and practices for all of our English Learners across grade levels. All of this training is ongoing and occurs multiple times throughout the school year. Beginning in 2022-2023, King River Union will employ an English Learner Specialist Teacher to further coach and support the certificated staff in rigorous, effective ELA/ELD instruction.

### **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:**

Kings River Union School provides a broad array of services to help enhance educational opportunities for immigrant students. We have a Newcomer Program that targets students who have just arrived in the United States from other countries and are learning English. We also have the Early Steps to School Success Program that works with families with students who are preschool age to build a foundation of literacy before they arrive at school and this often targets younger siblings of the immigrant students that we serve at school. We have purchased Kindles for these immigrant children to use during the school day to translate material and to read translated materials. Finally, we train and assist our teachers to recognize the needs of immigrant students and to develop strategies to help them achieve educational success here in the United States. Additionally, the school social workers are also utilized to support the students and their families as they transition into the school environment and community, through home visits and regular check ins with the students.

### **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:**

In order to implement effective programs and activities, Kings River Union will use local and state data sources to focus professional development on supporting English Learners who did not grow or meet proficiency targets. Professional development and follow-up support will be provided by district administration, Accountability & Assessment Coordinator, English Learner Specialist Teacher, and the ELA/ELD Consultants from Tulare County Office of Education through the district contract. All of these individuals will work with classroom teachers to better use the English Language Development standards as support to ensure learners access the challenging state academic standards. The implementation of the California ELA/ELD Framework will be monitored. Progress towards full and comprehensive implementation will guide the menu of professional development and individualized support for each teacher. The curricular programs English 3-D and Academic Vocabulary Toolkit are purchased and utilized to provide instruction for English learners to further complement and augment the instruction they currently receive during core instruction. English Learners receive both designated and integrated English Language support from their classroom teachers to appropriately access curriculum and to acquire the English language.

## **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:**

To ensure English proficiency and academic achievement, administrators will monitor and ensure that all English learners receive Integrated and Designated ELD. During the year, EL data will be consistently analyzed to ensure learners are making academic gains. Site administrators and teachers will hold regular data chats and analyze English learner progress in all content areas. Administration will maintain ongoing classroom visitations during Integrated and Designated ELD Instructional blocks to gather evidence of implementation of the ELA/ELD framework. Ongoing professional development designed to build the capacity of all teachers to effectively design and implement differentiated instruction for all levels of English learners will be planned based on data gathered during the classroom visitations. The district will continue to use an assessment platform to allow administrators to access sub-group data for ELs on all of the various state and local assessments. The data will also guide the formation of intervention groups focused on the needs of English learners. Continued professional development will support staff in understanding the results of the ELPAC and how to use the results to make strategic decisions regarding the instructional needs of the English learners at each site.

## **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:**

Kings River Union uses the Local Control Accountability Plan metrics as a comprehensive needs assessment and the state priorities as a guide for ensuring all students receive a well-rounded education during their time at our single site TK-8th grade school district. Furthermore, the collaborative process with all stakeholders revealed that there was a great interest in expanding the opportunities for all students in Visual and Performing Arts as well as in College & Career to provide a broad course of study and ample exposure to our students in our small school setting. Kings River Union will be partnering with Tulare County Office of Education Visual and Performing Arts Coordinator to develop a comprehensive Visual and Performing Arts plan to ensure that every child, TK-8th grade receives access to an array of experiences that spans the Visual and Performing Arts standards. Kings River will also be using the funds to develop and expand upon the College and Career experiences for our 6th through 8th grade students via college visits, elective classes, and career exploration software. The programs will evaluate the effectiveness by collecting baseline data and conducting surveys the first year and will then set metric targets in the future. The effectiveness will also be evident through participation in the offerings and via the California Healthy Kids Survey data.