

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

## LEA Name

Chatom Union School District

## CDS Code:

50-71050

## Link to the LCAP:

*(optional)*

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## 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.

State and local funds are used to implement core programs. Federal funds are aimed at improving student performance in the areas of language proficiency, literacy, mathematics and positive behavior by providing more intensive support to students which goes above and beyond the core programs. The use of State and Federal funds must be aligned, complement each other and work in tandem in order to have the greatest impact. The strategy of the Chatom Union School District is to only use Federal funds to provide supplemental services to expand or enhance the existing core programs. The District will utilize a continuous cycle of assessment, parent and community involvement, planning and implementation, monitoring and evaluation to utilize funds in an appropriate and efficient manner which results in increased student performance.

## 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 Chatom Union School District has identified four main goals within the Local Control Accountability Plan (LCAP) with input from parents, students, staff/ union members, Board members and community members. The use of Federal funds is directly aligned to the actions and goals identified within the LCAP. We are a small rural two school District which utilizes the School Site Council and Parent Advisory groups to have input on the development of the school site plans. All strategies, actions and goals are directly aligned.

\* LEA Goal 1: Schools will increase the conditions of learning through the use of common core aligned instructional materials, and highly qualified teachers in a clean and safe learning environment.

School Goal: Increase student achievement on SBAC in reading through continued implementation of Benchmark Advance ELA/ELD curriculum.

\* LEA Goal 2: Students' academic, language, social, and emotional development will be strengthened through a broad scope of learning opportunities and appropriate instructional strategies and support.

School Goal: Increase the English language acquisition and academic achievement of English learners.

\* LEA Goal 3: Parents and students will be engaged partners in the education of students and the development of character traits, safety and school connectedness.

School Goal: Increase parent involvement to improve overall health, academic, language, social and emotional, and physical development of students.

\* LEA Goal 4: Schools will utilize technology to support instruction, achievement, and college and career readiness.

School Goal: Students and teachers will utilize technology to deliver and support instruction, assessment and college and career.

State and local funds are utilized to meet these goals within the core program and Federal funds are used to increase achievement through actions which are above and beyond core activities in support of under-served students.

## 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.

## 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:

The Chatom Union School District (CUSD) is a TK-8th grade District consisting of only one state preschool, one elementary school and one middle school. 100% of the CUSD teaching staff meet highly qualified requirements and 100% of them are teaching in the appropriate assignments aligned to their credentials. Low-income and minority students are equally divided in all classrooms. There are no out-of field teachers at any school site.

#### 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:



The Chatom Union School District involves parents and family members in the development of support and improvement plans through the use of parent surveys, site council meetings and the input of parent advisory groups. Parent involvement is also used in the development of the District written Parent Involvement Policy which is provided to all families at the beginning of the year and posted on the CUSD website. Furthermore, the Superintendent and Site Principals attend stakeholder meetings including DELAC, ELAC and PTC to promote family engagement and involvement.

In addition to the Classroom Teacher, Principal and Site Secretary a bilingual Parent Liaison was added to provide assistance to parents. The Parent Liaison is available to answer any questions, provide support in attending meetings with parents, clarify the assessment process, explain the academic standards taught in the classroom and provide guidance on how to work with the teacher to improve the achievement of their children. The Parent Liaison also attends stakeholder meetings to promote active parent involvement including volunteering in the classroom or participating on school committees. Additional support is also provided to parents through the Family Literacy Program.

The Parent Involvement Policy is reviewed each year with staff to promote the value and utility of contributions of parents.

Chatom Elementary School and the Chatom State Preschool work closely together to support students entering a program or transitioning between programs. Parent Meetings are held monthly at the Preschool to offer support and resources to families. Additional activities are held to integrate parent involvement when possible. Some of the programs include, Family Literacy, Math Night, Science Night, Christmas Program and Parenting Partners Leadership classes.

The District sends home communication every Tuesday in green communication folders. All information is sent home in English and Spanish based on the language needs of the District. Communication is also provided through an electronic communication system called Parent Square which is also in English and Spanish. Communication is also sent in a calendar format, newsletter and posted on the CUSD website. A Parent Liaison is also available to summarize and explain any information to make it more understandable. Large documents such as the Local Control Accountability Plan are provided in English and Spanish. A summary format of the LCAP is also made available in both English and Spanish to be more understandable.

One of the many benefits of a small school District is to have the opportunity to build relationships with families and community members. As families have questions, concerns or suggestions for parental involvement activities they are encouraged to contact the school site or District Office for additional support. All input and suggestions are welcomed to help build a partnership that results in greater student achievement.

### **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:**

Chatom Elementary offers a School-Wide Program and it is the only site which receives Title I Services. The Chatom Union School District does not have a Targeted Support Program or Programs for neglected or delinquent children within the District.

### **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:**

All homeless children and youths are directly enrolled following the requirements of the McKinney-Vento Act. At the time of enrollment, parents/guardians are informed of their rights and opportunities to participate in the education of their children. Additional services are provided as needed for the children including health services, academic support and materials, social and emotional support, food service programs, preschool, transportation and after-school programs to ensure that all children have an equal opportunity to succeed in school.

In addition to the McKinney-Vento Act, the District follows the adopted Board Policy and Administrative Regulation for Homeless Children which protects them from any discrimination and ensures they are not stigmatized or segregated on the basis of their homeless status.

The Superintendent of the District is identified as the liaison for homeless children. The Superintendent works with the site Secretaries to ensure that homeless children are enrolled and are properly identified for additional support services. The Superintendent works with the Stanislaus County Office of Education to further support the homeless children in their education and related services for optimal student success.

**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 Chatom Elementary Principal and Chatom State Preschool director work together to ensure a successful transition from the Preschool to the transitional kindergarten or kindergarten program. The two administrators meet monthly at full cabinet meetings to discuss the needs of the students or site. The Chatom Principal and Preschool Director attend meetings together regarding any special needs of students entering the elementary site. A local assessment is conducted to identify the needs of the transitioning child to determine the best program placement and establish educational goals. They also offer a transitional day where students and parents get to visit the new classrooms and teachers. Ongoing communication occurs between the Preschool Teacher and Kindergarten Teacher as needed to ensure student success.

Similar meetings occur as students transition from the 5th grade elementary site to the 6th grade middle school site. A grade level meeting between all 5th grade teachers and 6th grade teachers occurs to review the needs of students along with instructional program needs.

Transition IEP's are also held for students with IEP's transitioning to elementary, middle and high school.

**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:**

Federal funds are not currently used to serve the Gifted and Talented Students.

A library program is used to maintain a variety of complex literature and nonfiction text at all reading levels. It is also used to support classroom instruction with thematic books and resources. In addition, computer lab hours have been expanded to allow for increased digital literacy skills 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:**

The core professional growth program for teachers consists of internal training every other Wednesday. As a small school District, we do not have instructional coaches or learning directors so the training is mostly provided by the site administrators. Professional learning topics are aligned to the direct needs of the individual school sites based on local and state assessment data and classroom observations. More intensive support is provided by outside consultants in the areas of greatest need.

Once the area of need is identified it is supported through intensive aligned professional learning and then ongoing data collections and analysis is used to determine the effectiveness of the training and is used to determine the next steps of the professional growth system.

Principals and other school leaders attend various professional learning programs at the Stanislaus County Office of Education and San Joaquin County Office of Education in the areas of need at their individual school site. Principals also attend State trainings when it applies to the site level. For instance all administrator's attended the State Assessment Institute and the CCEE training on the California Dashboard.

Teachers are supported at the beginning of their careers through participation in a county induction program and receiving regular guidance from an onsite support provider. New Principals also participate in a mentoring program supported by the Stanislaus County Office of Education.

### **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:**

The Chatom Union School District consists of only one elementary school and one middle school. Unlike some Districts which have higher and lower socioeconomic levels within their District, Chatom Union School District does not have any housing developments. The Chatom Union School District is located in a small rural community bordered by orchards, dairies and corn fields. As of April 2019 there are 598 students enrolled with 44.14% English Learners, 6.35% homeless, 0.33% foster students and 79.43% free and reduced lunch participants. The needs of the students are very comparable at both sites.

Funding is prioritized by site enrollment (per student) and staff size for training purposes. Chatom Elementary has a greater student population, larger staff size with more students identified as English learners or at-risk so it receives a greater portion of the Title II funding in comparison to the middle school site.

### **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:**

In order to ensure effective instruction for continuous improvement the following data and consultation occurs:

- \* Consultation occurs with certificated and classified staff at the end of each year for input on the development of the following year's professional learning. All certificated staff and classified staff members also have an opportunity in February to complete a survey that includes District Programs that are going well and areas that are in need of improvement. Grade level and department meetings occur every other Wednesday at which time the department or grade level can present instructional support needs for continuous improvement and set goals based on data review.
- \* In addition to consultation, state and local assessment data is reviewed to determine areas of greatest growth and greatest need. Once an area of need is identified, professional learning is developed to support the area of need. For the 2018-2019 and 2019-2020 school year the District and sites are focusing on increased positive behavior, Chatom Elementary is focusing on increased academic achievement in mathematics and Mountain View Middle School is focusing on increased academic achievement in English Language Arts/ English Language Development.
- \* Trainings are then scheduled and delivered with accountability components included for each of the identified areas of need. Training also include paraprofessionals when appropriate.
- \* Walk thrus are conducted to ensure implementation
- \* Data is then reviewed again to determine if progress is being made in the identified areas.
- \* Ongoing support is provided for optimal success
- \* Additional intensive training is provided by outside sources (County Office of Education) as needed. The District also coordinates with internal other related programs and activities such as the Supplemental Reading/Writing Program and Counseling Program.



## **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 core professional growth program for teachers consists of internal training every other Wednesday which provides effective instructional strategies to support the California Core Standards, ELD Standards and required assessments. Additional professional learning is provided above and beyond the core professional growth system to further improve academic achievement and English language proficiency. As noted in Goal 1, Action 1 of the Chatom Union School District LCAP, The District trains staff on state content standards and ELD standards by attending local and county trainings and provide ongoing research based professional learning to support teachers in meeting the needs of students at varying academic and proficiency levels. Some examples of the additional training include: multiple day ELD Institutes for certificated and classified staff members and EL Academies. The more comprehensive and specialized support for these trainings is provided by outside resources such as the Stanislaus County and San Joaquin County Office of Education.

### **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:**

As noted in Goal 2, Action 4 of the Chatom Union School District LCAP, the District will provide enhanced instructional opportunities to English learners/ immigrant children through support of a specialized reading/writing teacher in addition to the regular classroom teacher to improve academic achievement and language proficiency. In addition to the supplemental certificated support, bilingual classified para-educators work under the direction of teachers to support students in their primary language to help children access the curriculum at the same level as all 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:**

The Chatom Union School District (CUSD) academic programs are designed to ensure that English learners receive the same rigorous grade-level academic standards as all other students with appropriate linguistic support.

All teachers incorporate integrated and designated ELD to support students in accessing the academic subject matter. ELD Standards are used as the focal standards during designated ELD. Teachers will differentiate during designated ELD according to the students' identified level and area of need.

CUSD utilizes a Structured English Immersion (SEI) language acquisition program to ensure English learners acquire English as quickly and effectively as possible. Nearly all classroom instruction is provided in English, but with curriculum and instructional delivery designed to support students who are learning English.

## **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 goal of the Chatom Union School District is to have the percent of English learners who made progress towards English proficiency to increase each year. This goal is consistent with the state's long-term goals and is measured by the English Learner Progress Indicator on the California School Dashboard.

Through grade level collaboration which occurs every other Wednesday, teachers will analyze new ELPAC subscores, years in school and other District assessments to create a target group to identify the appropriate levels of instruction and support. Additional supplemental support will be provided to identified at-risk English learners by the reading/writing teacher which focuses on language development.

Sites will be held accountable through the use of walk throughs and local and state assessment data.

## 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:

A Local Control Stakeholder meeting was held consisting of parents, teachers, classified staff, Board Members and Administration to review parent surveys related to current district programs and needs. Local and state data/metrics were also reviewed by the committee. Areas of need identified included; increased social and emotional support to students to promote positive behavior, increasing student programs to incorporate more STEAM activities for a well-rounded education and to increase effective use of technology to increase academic achievement. Some of the activities include:

- \* Promote positive behavior and decrease the number of student suspensions and referrals through the implementation of Multi Tiered Systems of Support (MTSS) and incorporating systems of support such as PBIS and counseling services.
- \* Teachers will attend trainings and acquire materials necessary to incorporate more STEAM activities within the school day as part of thematic units to support the state standards.
- \* Incorporate additional technology use within the school day on a consistent basis and through the after-school program. A Technology committee will review the current technology plan to incorporate revised skills and programs to increase academic achievement.
- \* Effectiveness of promoting positive behavior will be evaluated through collections of data to verify a decrease in the number of discipline referrals and suspensions.
- \* The incorporation of STEAM activities will be measured by activities observed during walk thrus and evidence of completed student projects.
- \* Enhanced technology instruction will be reviewed by successful completion of a revised technology plan, expanded use of the computer lab for grades TK-3rd and regular technological task completion within the classroom in grades 4th-8th.