

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

LEA Name

Durham USD

CDS Code:

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 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.

Federal funds will supplement/enhance our efforts to serve our students via the three goal areas in the LCAP: 1) All students, including all sub-groups, will attain proficiency in core content areas. 2) All students will master 21st century learning tools. 3) All students will feel safe, secure and part of the school community. The following provides specifics as to services, research, and rationale:

We are serving students by doing the following services in a district-wide manner in order to serve at risk students: The following research validates the actions and services we have chosen: Online Coursework: Using Technology to Support At-Risk Students, Darling-Hammond and Goldman, 2014. ;Virtual Schooling and Student Learning, Chingos and Schwerdt, 2014 Counseling Services for College and Career readiness: Promoting College and Career Readiness, Sambolt and Blumenthal, 2013. Small Class Size: The Effectiveness of Class Size Reduction, Mathis, 2016. Providing ELD instruction at Durham Intermediate and Durham High School as enrollment and student need indicates. These sections allowed students to receive ELD instruction with their peers. In addition to the classroom teacher a Spanish speaking para-educator (full-time as of '18/'19) is also provided to assist students and provide more individualized instruction. Establishing online course offerings for Durham High School and DHS Independent Study to improve offerings to students to all students. Two online course providers were chosen to provide access to online courses that would meet the desire and academic capabilities of all students. Online courses provide flexibility not found in traditional classroom environment. Providing additional hours of para-educator time at district schools to provide additional mental and behavioral support to students and allowing differentiated instruction to more readily occur. Maintaining counseling services at Durham High School providing academic, career assistance as well as personal support for students. We used supplemental funds, in addition to LCFF Base funds and other sources, in a district-wide manner to address the needs of all students in need of support by : Maintaining small class sizes LEA -wide providing more opportunities for members of student subgroups to receive individual attention..Providing additional student access to computers and computer labs LEA-wide to assist students in performing school assignments, doing research for classes and accessing additional resources outside of the classroom that are not available to some of our low income families.Purchase educational software to provide a wider selection of educational opportunities as well as differentiate instruction to subgroups. District-wide use of the M.A.P. assessment and Edmentum's Study Island resource service will lead to more real-time data to guide instructional practices, provide support directly to students based on MAP measures, track student growth, and identify academic areas of need, as well as provide critical measures for our ELL students (required 4th measure required for re-designation as English fluent), and students with disabilities (informing IEP creation in re academic goals and progress tracking). Provide a full-time nurse to improve students access to professional health care. Previously the school nurse was available two days a week. Providing additional para-educator time and services at Durham Elementary School and Durham Intermediate School thusly providing additional support for student subgroups. A certificated academic support position was created to provide access to additional services for student subgroups who are not flourishing academically and lack resources at home due to language barriers and less financial resources. School counselors are consistently providing additional support for subgroups who struggle at school. We also providing Anti-bullying programs to support the entire study body.Although not all struggling students are English Language Learners or come from low income families, these two subgroups historically have less academic success than the bulk of the student body. Access to online courses and the use of educational software provide additional targeted resources to meet the needs of students who are lagging behind academically. Two online providers are available to meet the needs of all students in all subgroups.Independent study was maintained to provide alternatives and resources to meet the needs of all subgroups. Viticulture was added to the CTE course offerings at Durham High School to provide an additional pathway to future success to all subgroups. Viticulture was selected due to the high demand. Providing a school nurse and health tech allows students access to health care services that may not be available otherwise. Anti-bullying programs will be supported to create more culturally accepting environments. DES Class Size: Small class sizes are a requirement of K-3 class size reduction funding. Growing number of ELL, LI students benefit from individual attention.Academic Support: Partnership with CSU, Chico will develop MTSS. A majority of DUSD students who are struggling academically are from ELL and LI households.School Climate will be improved through use of activities arranged by athletic and activity directors. 100% FIT Rating: "Influence of Clean School of Environment...on Students Achievement", Ali I. Muluku, Case Studies Journal, August, 2013.Computer Labs Open before school helps students from low income families because most do not have internet access nor computers at home.Maintaining Online and Elective Offerings increases options for students to complete coursework they find interesting. This will assist with attendance rates for lowest attending subgroups.Maintain AP course or dual enrollment is targeting increasing subgroup participation in post-secondary education opportunities. Additionally, providing activities to promote post-secondary options. Providing nurse and health tech: Many low income students do not have access to medical care. There are no health care providers in the Durham community. District Parent Liaison position (.75 position as of '18/'19) will be tasked with increasing school involvement for our two main subgroups other than white: Hispanic and low income families. The rationale for this position is put forth in the following journal articles:"Understanding Latino Parental Involvement in Education; Maria Estela Zarate; Toma Rivera Policy Institute, 2007. "Parental Involvement in Education Among Low-Income Families: A Case Study, Jane Graves Smith, School Community Journal, Spr-Sum 2006. Advancement Via Individual Determination was instituted in 17/18 at DES and we will be adding DIS and DHS in subsequent years. . Some of research validating it as effective: "AVID Works. How Do We Know This" National Clearinghouse Research Center, 2016. Dennis Johnston, Phillip Nickel, Jeff Popp, and Michele Marcus--Validation of the AVID Certification Self Study (CSS): A Measure of AVID Secondary Program Implementation Fidelity (2012).

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.

All site and LEA plans are aligned with the same three common goals identified above to simplify funding alignment and target key areas of need in schools with high need, high risk students.
ESSA

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.

To monitor student progress in meeting the state standards, Durham Unified will focus on the following actions and services in our LCAP that support and monitor increased academic achievement.

(A) Developing and implementing a well-rounded program of instruction to meet the academic needs of all students, particularly those from under-performing subgroups

The LEA is:

- putting an emphasis on a relevant, real-world, global learning that builds extended learning experiences and choices.
- using Project-Based Learning as a vehicle to focus on subject matter integration, problem solving, collaboration, critical-thinking, and time management skills, and as a way to increase engagement and buy-in for learning.
- aligning curriculum in courses of study that emphasize primary competencies by grade/subject and effectively integrate Common Core, STEM, PBL, health and wellness, and personalized learning.
- focusing on formative assessment and using data to drive curricular and instructional decision making.
- creating a protected time for teachers to engage in professional development and providing a supportive structure for implementation.
- ensuring necessary math, Professional Learning Communities (PLC) and Project Based Learning (PBL) professional learning and coaching support are in place to support teachers in increasing student achievement.
- ensuring access to high quality standards aligned educational materials.
- identifying essential standards in ELA and math that follow the Essential Outcomes criteria defined in "Raising the Bar and Closing the Achievement Gap" (Richard DuFour) and create ELA and math pacing guides that support the needs of various sites in delivering content to multiple grade levels in alternative education settings.
- implementing a system of Improved Instructional Leadership
- experimenting with redefining the boundaries of "school" by allowing a modified school day and credit for outreach work in the community, a blended learning model, integration of "nontraditional" activities into the school day, and a greater integration of community activities and resources into the learning process. In addition, schools will focus on experimenting with the concepts of achievement and mastery rather than time spent on task.
- providing all students access to Chromebooks and other technology.

(B) identifying students who may be at risk for academic failure

The LEA is or will be:

- using state and local benchmark assessments to determine which students may be at risk of academic failure. MAP English, reading and math assessments are administered to all students in the fall and winter, and two other administrations (to provide flexibility in re the need for data as determined by each specific site.) They are administered to students not taking SBAC assessments in the spring.
- using academic and behavioral screeners to support with early identification of students at risk of academic failure.
- using PowerSchool and MAP assessment data to track data and document interventions for students at risk of academic failure.

(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards

The LEA is:

- using iReady reading and math intervention for students in grades K-6 and some students in grades 7-12.
- using Study Island and Cyber-High intervention for students in grades 7-12.
- using Professional Learning Communities to drive the decision making process.
- using paraprofessional support to increase the contact time with students that need support.
- providing 1:1 Chromebooks

(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

The LEA is or will be:

- providing training and materials for parent/community engagement
- implementing student centered coaching to support the integration of core content, social emotional learning etc. Student centered coaches will support with identification of need, planning and self-evaluation of instruction

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (as applicable)

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).

- implementing a Multi-Tiered System of Supports. Year one of this initiative will focus on socio-emotional supports for students. Local assessment data, and instruments such as the CA Healthy Kids Survey will identify areas of need and will be taken annually to assess progress..
- providing additional training in behavior, safety and climate management including social emotional learning, trauma informed care, nurtured heart approach, restorative practices.
- providing continued training in the PLC model to support data driven decision making.
- continue our established parent/community engagement practices, and involve stakeholders in the decision making process in regard to supports and services.
- implementing student centered coaching to collaboratively support teachers with behavior and instructional planning and implementation.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (as applicable)

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.

Durham has a strong Agriculture Education program, which is expanding this year to include a-g approved ag science courses and ag mechanics/welding. Strong community support exists from this primarily agriculture based area. Our students in our CTE manufacturing program also enjoy community support and regularly display their work at local and regional fairs. Additionally, students compete in the Skills USA program and competitions. Local opportunities for job related experiences exist in the local metal and welding industry.

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.

Professional development is aligned withour LCAP goals and action steps. Staff input, along with student performance data serve as the primary determinants. District and site leadership teams (which include teaching and support staff) then decide on professional development for the year.

It is the expectation and practice at all sites that staff who attend professional development, in turn, provide learned information and practices to their peers at the weekly collaboration and staff meetings.

The LEA hosts weekly administrative meetings. During these meetings time is set aside for professional learning, including presentations by guest speakers and trainers. The LEA provides ongoing direct support for sites.

In May of each year, site Principals and other district leaders garner input from their respective staffs to inform professional development needs/planning for the following year.

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.

n/a

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.

All of our schools are eligible for Title 1, Part A funds and those funds are equally distributed per low-income student counts at each site.

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

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:

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement:

Parent and family engagement policy is reviewed, and stakeholder feedback received, at school site council meetings to identify roadblocks and develop strategies/solutions for implementation in non-traditional school programs.

LEA strategies include:

*The LEA supports staff with access to and training for Power School Parent Portal. This allows staff to train and better engage parents so they are able to work with their children to improve achievement.

*Disaggregation of state and local achievement data is reviewed with stakeholders during site council and public school board meetings. Stakeholder feedback is elicited for further discussion.

* Support with strategies and topics for parent engagement events and provide technical assistance to integrate training information, strategies etc. into site level work (PLCs, planning with principals, transition specialist work).

*With LEA support, our schools have implemented a parent outreach bi-monthly meeting with non-English speaking parents. This group encompasses parents of students at one or multiple sites. This group provides valuable input into student programs and related events, thus informing our LCAP and LEA initiatives.

* The LEA supports principals with identifying ways to further engage stakeholders in authentic decision making that supports student achievement and overall well-being. Administrators, teachers and support staff at each site reach out to parents to invite them to be a part of our decision making processes, including SSC and LCAP. Because our schools serve high risk youth, staff also reach out to community partners to seek their participation.

The LEA utilizes bilingual staff for parent outreach, to conduct parent meetings for non-English speakers, and to translate documents, when needed.

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:

The BCOE School Ties Program provides coordination of educational services for children living in local institutions for neglected or delinquent children throughout the county under AB 854, including updating health and education passports, school of origin assistance, enrollment support, educational case management, connection to college and career, tutoring, and mentoring.

Students are identified through a weekly CALPADS report and then prioritized by need, as established by the local foster youth advisory council: 1) Independent Living Program aged youth, particularly those not on track for graduation; 2) foster youth residing in group homes in need of educational support as determined by reviewing their school records. Indicators include low test scores and/or grades, poor attendance, and discipline referrals; 3) foster youth residing in FFA homes or county licensed foster family homes in need of educational support as determined by reviewing their school records. Indicators include low test scores and/or grades, poor attendance, and discipline referrals. We have prioritized foster youth attending Butte County schools, followed by Butte County dependents that have been placed out of county. Referrals come in through the Interagency Services Placement Unit, as well as from social workers, district foster youth liaisons, foster family agencies, and foster parents.

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:

DUSD provides the following supports to children, youth and families as needed:

-

Facilitate school enrollment as needed to ensure compliance with District policy (e.g., school of origin) and to equal access to educational and meal programs, as well as tutoring and other support services

-

Conduct professional development trainings for school personnel.

-

Remove enrollment barriers, including barriers related to missed application or enrollment deadlines, fines, or fees; records required for enrollment, including immunization or other required health records, proof of residency, or other documentation; or academic records, including documentation for credit transfer

-

Provide technical assistance to schools regarding the proper identification, enrollment, and service needs of students and families experiencing homelessness and educate on the importance of ensuring the privacy of student records, including information about a homeless child or youth's living situation

-

Provide assistance with transportation, backpacks, school supplies, hygiene kits, and emergency clothing/shoes

-

Provide medical, dental, and mental health referrals, in addition to other school/community services

-

Educate students and parents on their educational rights, and promote parent participation in school related activities

-

Assist unaccompanied youth with enrollment procedures, educational/vocational placement options, and linkage to community resources such as job placement services, post-secondary educational programs, and housing resources- Provide advocacy services for parents and students during school related educational meetings, such as Student Success Team meetings, and Individualized Educational Program (IEP) if child qualifies

-

Participate in the mediation of school enrollment disputes

-

Provide assistance to specialized populations of homeless students, homeless

In addition, services provided by the County include:

The BCOE School Ties Program provides the following services to support homeless children and youth: homeless liaison duties, educational case management, enrollment assistance, school of origin transportation, dissemination of information regarding the educational needs and rights of homeless youth, connection to college and career, outreach to shelters and local homeless services providers, backpacks and school supplies, emergency assistance and other basic needs required for school attendance, and tutoring.

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:

DUSD coordinates with local Universities and Junior Colleges to facilitate a smooth transition from high school to post-secondary opportunities, including offering dual-credit courses with Southern Oregon University and Butte Community College. Within the district our sites engage in vertical articulation, college and career fairs, and school and college visits.

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:

We provide an opportunity for elementary level GATE and other students to experience enrichment opportunities through the Odyssey of the Mind program.

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:

DUSD understands the importance of high quality, ongoing professional development in terms of teacher and administrator effectiveness and will continue to provide all faculty, staff and administration with the necessary training and coaching. DUSD will provide any new teachers with a formalized beginning teacher support program and provide ongoing coaching to all faculty and staff in curriculum needs, instructional strategies, use of student performance data to guide planning and instruction, as well as classroom management and discipline, including the use of MTSS and PBIS strategies. Common early release days (Monday of each week) are built into our master schedule to allow teachers to collaborate and look at assessment data collectively and teachers assume leadership roles within grade level teams. Superintendent/Principal will also participate in professional development opportunities through ACSA and SSDA and will receive coaching through Butte 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:

DUSD is a 3 school district and funds will be distributed across the single school sites to support all students.

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:

DUSD will continuously strive to provide the best program for our students by utilizing CCSS based on formative benchmark assessments and relative data to drive professional learning communities and instructional improvement/student mastery. All curriculum will be standards aligned. Effective and engaging teaching methods, will be developed, while monitoring program effectiveness through a series of detailed summative assessments and making adjustments based on ongoing data and collaboration. utilizing relevant technology,

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:

N/A

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:

N/A

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:

N/A

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:

N/A

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:

Should DUSD receive Title IV funds, we plan on utilizing funds for activities related to supporting safe and healthy students including professional development and implementation of our MTSS program district-wide. Staff training in the Capturing Kids' Hearts program is a future goal for Title IV funds, should they become available.